

REPORT

OF THE

INTERMEDIATE EDUCATION BOARD

FOR IRELAND

FOR THE YEAR 1898.

Presented to Parliament by Command of Her Majesty.



DUBLIN:

PRINTED FOR HER MAJESTY'S STATIONERY OFFICE,
BY ALEXANDER THOM & CO. (LIMITED), ABBEY-STREET.

And to be purchased, either directly or through any Bookseller, from
HODGES, FIGGIS, & CO. (LIMITED), 104, GRAFTON-STREET, DUBLIN; or
EYRE & SPOTTISWOODE, EAST HARDING-STREET, FLEET-STREET, E.C., and
32, ABINGDON-STREET, WESTMINSTER, S.W.; or
JOHN MENZIES & CO., 12, HANOVER-STREET, EDINBURGH, and
90, WEST NILE-STREET, GLASGOW.

1899.

[C.—9294.] *Price 7d.*

CONTENTS.

REPORT.	Page
APPENDICES,	v
I. List of persons from whom the Examiners for 1898 were selected, with the approval of the Lord Lieutenant, to conduct the Examinations in 1898 (Rule 6),	2
II. List of Examiners selected, with the approval of the Lord Lieutenant, to conduct the Examinations in 1898,	9
III. Extracts from the Reports of the Examiners, 1898,	12
Greek,	12
Latin,	16
English,	25
Précis Writing,	35
French,	36
German,	40
Italian,	41
Spanish,	42
Celtic,	43
Domestic Economy,	45
Plane Trigonometry,	47
Algebra and Arithmetic,	47
Euclid,	48
Algebra,	52
Arithmetic,	55
Book-keeping,	58
Natural Philosophy,	59
Chemistry,	59
Drawing,	60
Music,	64
Botany,	64
Shorthand,	65
IV. Lists of Schools to the Managers of which Results Fees were paid in 1898, and amounts of such Fees,	67
V. Localities in which Examinations were held,	90
VI. The Burke Memorial Prizes,	93

REPORT
OF THE
INTERMEDIATE EDUCATION BOARD
FOR IRELAND
FOR THE YEAR 1898.

TO HIS EXCELLENCY GEORGE HENRY
EARL CADOGAN, K.G.,

LORD LIEUTENANT GENERAL AND GENERAL GOVERNOR OF IRELAND.

MAY IT PLEASE YOUR EXCELLENCY,

We, the Commissioners of Intermediate Education (Ireland),
submit to your Excellency this our Twentieth Report.

The number of students who gave notice of their intention to
present for examination in 1898 was:—

Boys.	Girls.	Total.
7,227	2,627	9,854

being an increase of 45, or '6 per cent., in the case of boys,
and an increase of 204, or 8·4 per cent., in the case of girls; and
a total increase of 2·6 per cent. on the corresponding numbers in
1897; and a total increase of 4·6 per cent. on the corresponding
numbers in 1896.

In the last ten years the numbers were respectively as follows:—

Year.	Boys.	Girls.	Total.
1889	5,261	1,878	7,139
1890	4,341	1,428	5,769
1891	4,198	1,444	5,637
1892	4,714	1,622	6,336
1893	5,730	1,856	7,586
1894	6,379	2,007	8,386
1895	6,755	2,263	9,018
1896	7,040	2,384	9,424
1897	7,182	2,423	9,605
1898	7,327	2,627	9,954

See Table I. The number of students who presented themselves for examination in 1898 was:—

Boys.	Girls.	Total.
6,706	2,968	9,673

being an increase of 44, or 7 per cent., in the case of boys, and an increase of 152, or 6·8 per cent., in the case of girls, and a total increase of 196, or 2·2 per cent., on the corresponding numbers in 1897.

In the last ten years the numbers were respectively as follows:—

Year.	Boys.	Girls.	Total.
1889, . .	4,858	1,695	6,553
1890, . .	3,948	1,293	5,241
1891, . .	3,856	1,300	5,156
1892, . .	4,204	1,465	5,769
1893, . .	5,205	1,709	6,914
1894, . .	5,816	1,863	7,679
1895, . .	6,267	2,056	8,323
1896, . .	6,503	2,206	8,709
1897, . .	6,651	2,216	8,867
1898, . .	6,705	2,368	9,073

The examinations for 1898, which commenced on 13th June and extended over twelve days, were held at 277 centres, in 105 different localities. See Appendix V.

The following Table shows the distribution of Centres between the Four Provinces:—

Centres.	Leinster.	Ulster.	Munster.	Connaught.	Totals.
Centres for Boys, .	83	40	64	12	199
Centres for Girls, .	29	30	15	4	78
Total, . . .	112	70	79	16	277

One hundred and ninety-nine gentlemen and eighty ladies were employed as Centre Superintendents, being an average of one Superintendent to every 34 boys and to every 30 girls examined, respectively.

See Table III. The number of students who passed the Examinations in 1898 was :—

Boys.	Girls.	Total.
4,196	1,440	5,636

In the last ten years the numbers were respectively as follows :—

Year.	Boys.	Girls.	Total.
1889, .	2,844	1,174	4,018
1890, .	2,833	767	3,600
1891, .	2,804	774	3,578
1892, .	2,509	784	3,293
1893, .	3,041	955	3,996
1894, .	3,419	1,104	4,523
1895, .	3,788	1,190	4,978
1896, .	3,753	1,213	4,966
1897, .	4,184	1,404	5,588
1898, .	4,196	1,440	5,636

The proportion per cent. of those examined who passed in 1898 was :—

Boys.	Girls.	Boys and Girls.
82.6	60.8	62.1

The proportions in the last ten years were respectively as follows :—

Year.	Boys.	Girls.	Boys and Girls.
1889, .	58.7	59.2	51.5
1890, .	59.1	59.8	59.2
1891, .	59.7	59.5	59.6
1892, .	59.1	58.4	57.7
1893, .	57.7	55.9	57.3
1894, .	58.8	59.2	58.9
1895, .	60.4	57.9	59.8
1896, .	57.7	54.9	57.
1897, .	62.1	63.8	62.4
1898, .	62.6	60.8	62.1

Exclusive of over-age students the proportion per cent. of those examined who passed was :—

Boys.	Girls.	Boys and Girls.
64.3	61.7	66.7

Exclusive of over-age students the proportions in the last nine years were as follows :—

Year.	Boys.	Girls.	Boys and Girls.
1890, .	58.9	59.4	59.1
1891, .	59.7	59.9	59.6
1892, .	59.4	58.5	57.9
1893, .	59.5	57.2	58.
1894, .	60.8	59.9	60.2
1895, .	62.2	59.3	61.5
1896, .	59.9	56.7	59.1
1897, .	63.5	63.8	63.6
1898, .	64.8	61.7	63.7

See Table V. The number of students to whom were awarded £50 Prizes (Senior Grade), and Exhibitions in the Middle, Junior, and Preparatory Grades was:—

Boys, 396; Girls, 138; Total, 534.

See Table VI. The number of students to whom were awarded prizes in books was:—

Boys, 418; Girls, 161; Total, 579.

See Table VII. The number of students to whom were awarded Prizes for Composition under Rule 53 was:—

Boys, 103; Girls, 65; Total, 168.

See Table VIII. The number of students to whom were awarded Commercial Prizes under Rule 49 was:—

Boys, 25; Girls, 0; Total, 25.

See Table IX. Three large Gold Medals were awarded to Boys, and three to Girls, for First Places in the several Grades. Eleven Gold Medals were awarded to Boys, and nine to Girls, for excellence in Special Subjects.

The number of students to whom were awarded Special Money Prizes in lieu of Medals under Rule 50 was:—

Boys, 1; Girls, 0; Total, 1.

The number of students to whom were awarded Special £10 Prizes in the Senior Grade under Rule 51 was:—

Boys, 6; Girls, 1; Total, 7.

The amount of Results Fees paid to Managers of Schools on account of the Examinations in 1898 was:— See Appendix IV.

Boys, £37,561 19s. 0d.; Girls, £11,893 3s. 7d.;

Total, £49,455 2s. 7d.

Of the students, 5,636, who passed the Examination in 1898, Results Fees were paid on 5,283, the average Fee being £9 7s. 2d. per student.

The following Table shows the distribution of Results Fees between the Four Provinces, and the number of Schools in each Province, to the Managers of which Results Fees were paid:—

PROVINCE.	Amount of Results Fees paid.		TOTAL.	No. of Schools.		TOTAL.
	Boys.	Girls.		Boys.	Girls.	
	£ s. d.	£ s. d.	£ s. d.			
LEINSTER, . . .	16,191 10 4	4,482 2 4	20,673 12 8	74	55	129
ULSTER, . . .	8,199 1 0	4,839 6 9	13,038 7 9	58	73	131
MUNSTER, . . .	11,273 12 8	1,882 8 6	13,256 1 2	59	24	83
CONNAUGHT, . . .	1,897 18 0	589 6 0	2,487 1 0	19	9	28
Gross Total, . . .	37,561 19 0	11,893 3 7	49,455 2 7	210	161	371

The values of the Burke Memorial Prizes awarded in 1898 were:—

Boys—

Girls—

First Prize, £15 0s. 0d.

Prize, £9 7s. 6d.

Second Prize, £9 7s. 6d.

FINANCE.

Our Balance Sheet for the year 1898, in respect of the original Endowment (Table X. *infra*), shows a surplus of £1,993 10s. 11d. (including a sum of £916 13s. 4d., Income Tax, to be refunded). Of this amount £1,605 10s. 4d. is the uninvested surplus of 1897, and a sum of £3,399 9s. 0d. was realised by sale of portion of the invested surpluses of former years. The net deficit as between Income and Expenditure for 1898 is thus £3,011 8s. 5d., to which may be added liabilities estimated at £250.

The Local Taxation Account (see Table XI.) shows that the Receipts under the Local Taxation (Customs and Excise) Act, and as interest on securities, amounted to £56,569 9s. 10d., and that the Expenditure from that account on Results Fees and Exhibitions for 1898 was £53,110 8s. 4d., the excess of Income over Expenditure being thus £3,459 1s. 6d.

Taking both Accounts into consideration, our total Income from all sources in 1897 has exceeded our Expenditure in that year by £447 13s. 1d.

The period for which interest at $3\frac{1}{4}$ per cent. payable by the Land Commission and guaranteed by the Treasury on our original Endowment of £1,000,000 sterling expired in February, 1897, and negotiations with the Land Commission resulted in the renewal of their debt to the Board for ten years, at $2\frac{3}{4}$ per cent. interest, guaranteed by the Treasury. The income from our original Endowment has, consequently, been diminished by the sum of £5,000 per annum.

EDUCATION.

The proportion of candidates examined, who passed in the year 1898, exclusive of over-age students, was 63·7 per cent., being the highest proportion of such students during the last nine years.

The per-centages of Students of the prescribed ages examined in the different Grades who Passed were, compared with the per-centages in 1897, as follows:—

GRADE.	Boys.		Girls.	
	1898.	1897.	1898.	1897.
Preparatory, . . .	681	677	644	619
Junior,	575	60	513	62
Middle,	748	569	771	73
Senior,	815	781	791	72

Turning to the Commercial side of our Examinations, the number of students who qualified for Commercial Certificates was 123 (121 Boys and 2 Girls). The number of Special Commercial Prizes awarded was 25 (Boys).

A number of other students, as in previous years, who did not aim at obtaining Commercial Certificates, availed themselves of the opportunity of presenting themselves for examination in certain of the Commercial subjects.

Detailed information respecting the answering of students, Boys and Girls, in the different subjects will be found in the Extracts from the Reports of the Examiners (Appendix III.), copies of which were transmitted to all Managers of Schools in Ireland to whom Results Fees were paid in 1898.

As the system of Intermediate Education established by the Act of 1878 had been in operation for nearly twenty years, ample opportunity being thus afforded to those engaged in education in Ireland for observing its developments and results, it appeared to us that it would be desirable that a public Inquiry should be instituted into the system and its practical working. Accordingly we applied to Your Excellency, early in 1898, to institute such an Inquiry, and you have been pleased to comply with our request.

TABLE I.—Showing the Number of Students who presented themselves for Examination in the last ten years, respectively.

YEAR.	PREPARATORY GRADE.									
	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.
Boys,	—	—	—	1,429	1,773	2,129	2,305	2,378	2,437	2,420
Girls,	—	—	—	891	492	525	619	664	714	741
Total,	—	—	—	1,820	2,265	2,654	2,924	3,042	3,151	3,161

TABLE I.—Showing the Number of Students who presented themselves

YEAR,	JUNIOR GRADE.									
	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.
Boys—of the prescribed age, .	3,372	3,670	3,604	3,177	3,407	3,448	3,654	3,730	3,845	3,877
Do., Over-age, . . .	101	94	107	—	248	281	528	314	334	333
Total, . . .	3,473	3,764	3,711	3,177	3,655	3,729	4,182	4,044	4,179	4,210
Girls—of the prescribed age, .	1,327	926	911	705	798	801	927	943	985	1,000
Do., Over-age, . . .	17	15	15	—	59	81	80	94	96	100
Total, . . .	1,344	941	926	705	857	882	1,007	1,037	1,081	1,100
Gross Total, . . .	4,817	4,705	4,637	3,882	4,512	4,611	5,189	5,081	5,260	5,310

YEAR,	SENIOR GRADE.									
	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.
Boys—of the prescribed age, .	274	219	271	158	300	219	258	216	248	228
Do., Over-age, . . .	19	11	4	7	49	45	49	76	80	53
Total, . . .	293	230	275	165	349	264	307	292	328	281
Girls—of the prescribed age, .	131	129	94	81	84	59	105	128	142	119
Do., Over-age, . . .	4	1	2	1	6	2	12	14	15	8
Total, . . .	135	130	96	82	90	61	117	142	157	127
Gross Total, . . .	428	360	371	247	439	325	424	434	485	408

for Examination in the last ten years, respectively—continued.

MIDDLE GRADE.										YEAR.
1888.	1889.	1891.	1892.	1893.	1894.	1901.	1898.	1897.	1896.	
547	534	493	483	502	564	545	591	564	628	Boys—of the prescribed age.
24	12	24	—	76	126	128	172	144	177	Do., Over-age.
591	549	487	483	576	704	673	763	748	797	Total.
304	229	241	227	242	238	261	268	226	271	Girls—of the prescribed age.
12	8	0	—	28	28	46	40	30	41	Do., Over-age.
316	237	250	227	268	267	310	308	256	312	Total.
897	786	707	710	844	971	933	1,101	1,004	1,109	Gross Total.
TOTAL.										YEAR.
1888.	1889.	1891.	1892.	1893.	1894.	1901.	1898.	1897.	1896.	
4,650	3,823	3,721	4,287	4,868	5,272	5,762	5,947	5,114	5,148	Boys—of the prescribed age.
146	120	135	7	382	444	585	526	547	509	Do., Over-age.
4,838	3,943	3,856	4,304	5,250	5,716	6,347	6,473	5,661	5,708	Total.
1,862	1,371	1,376	1,404	1,418	1,764	1,808	1,866	1,878	2,210	Girls—of the prescribed age.
33	22	24	1	61	112	151	146	136	145	Do., Over-age.
1,895	1,393	1,400	1,405	1,708	1,866	1,959	2,002	2,016	2,355	Total.
5,533	5,336	5,156	5,756	6,474	7,682	8,328	8,711	8,877	9,073	Gross Total.

TABLE II.—Showing the Days and Hours at which Examinations in the several subjects of the *Proctator* were held in 1885.

Day.	FOLLOWING CLASSES.		JUNIOR CLASSES.		MIDDLE CLASSES.		SENIOR CLASSES.	
	Subjects.	Hours.	Subjects.	Hours.	Subjects.	Hours.	Subjects.	Hours.
Monday, 15th Jan.			History,* (Interval) Music,*	12-3 3-3 3-4	History,* (Interval) Music,*	12-3 3-3 3-4	History,* (Interval) Music,*	12-3 3-3 3-4
Tuesday, 16th Jan.	French, (Interval) Reading,	10-1 1-4 3-4	French, (Interval) Reading,	10-1 1-3 3-4	French, (Interval) Reading,	10-1 1-3 3-4	French, (Interval) Reading,	10-1 1-3 3-4
Wednesday, 17th Jan.	English—Composition,† 1st Paper, (Interval) " 2nd Paper,	10-11 11-1 1-3 3-4	English—Composition,† 1st Paper, (Interval) " 2nd Paper,	10-11 11-1 1-3 3-4	English—Composition,† 1st Paper, (Interval) " 2nd Paper,	10-11 11-1 1-3 3-4	English—Composition,† 1st Paper, (Interval) " 2nd Paper,	10-11 11-1 1-3 3-4
Thursday 18th Jan.	Latin—1st Paper, (Interval) " 2nd Paper,	10-1 1-3 3-4	Latin—1st Paper, (Interval) " 2nd Paper,	10-1 1-3 3-4	Latin—1st Paper, (Interval) " 2nd Paper,	10-1 1-3 3-4	Latin—1st Paper, (Interval) " 2nd Paper,	10-1 1-3 3-4
Friday, 19th Jan.	Arithmetic, (Interval) Algebra,	10-1 1-3 3-4	Arithmetic, (Interval) Algebra,	10-1 1-3 3-4	Arithmetic, (Interval) Algebra,	10-1 1-3 3-4	Plane Trigonometry, (Interval) Algebra and Arithmetic,	10-1 1-3 3-4
Saturday, 20th Jan.	Greek,	10-1	Greek, (Interval) Domestic Economy,*	10-1 1-3 3-4	Greek, (Interval) Domestic Economy,*	10-1 1-3 3-4	Greek, (Interval) Domestic Economy,*	10-1 1-3 3-4

* This only.
† A 100-word composition was set for the first class in every subject, and a 200-word composition for the second class.

TABLE II.—Showing the DATE and HOURS at which EXAMINATIONS in the several subjects of the PROCLAMATION were held in 1836—*con.*

Day.	FURNITURE CHAIRS.		JEWELL CHAIRS.		MUSIC CHAIRS.		SERIES CHAIRS.	
	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.	Subject.	Hours.
Monday, 18th June.	Drawing, Perspective, (Interval) German,	10-1.30 1.30-2 2-4	Drawing, Practical Geometry, (Interval) Perspective, (Interval) German,	10-11.30 11.30-12 12-1.30 1.30-2 2-4	Drawing, Practical Geometry, (Interval) Perspective, (Interval) German,	10-11.30 11.30-12 12-1.30 1.30-2 2-4	Drawing, Perspective, and Projec- tion of Solids, Surfaces, and Shadings, Object, (Interval) German,	10-11.30 11.30-1.30 1.30-2 2-4
Tuesday, 19th June.	Greek—1st Paper, (Interval) " 2nd Paper, . .	10-1 1-2 2-4	Greek—1st Paper, . (Interval) " 2nd Paper, . .	10-1 1-2 2-4	Greek—1st Paper, (Interval) " 2nd Paper, . .	10-1 1-2 2-4	Greek—1st Paper, (Interval) " 2nd Paper, . .	10-1 1-2 2-4
Wednesday, 20th June.			Book-keeping, (Interval) Commercial—English, .	10-1 1-2 2-4	Book-keeping, (Interval) Commercial—English, .	10-1 1-2 2-4	Commercial—English, .	2-4
Thursday, 21st June.			Natural Philosophy, . (Interval) Shorthand, Commercial—French, .	10-1 1-2 2-4.30 4.30-5	Natural Philosophy, (Interval) Shorthand, Commercial—French, .	10-1 1-2 2-4.30 4.30-5	Natural Philosophy, (Interval) Shorthand, Commercial—French, .	10-1 1-2 2-4.30 4.30-5
Friday, 22nd June.	Italian,	2-4	Chemistry, (Interval) Italian or Spanish, .	10-1 1-2 2-4	Chemistry, (Interval) Italian or Spanish, .	10-1 1-2 2-4	Chemistry, (Interval) Italian or Spanish, .	10-1 1-2 2-4
Saturday, 23rd June.			Commercial—German, (Interval) Commercial—Italian or Spanish, . . .	10.30-1 1-1.30 1.30-4	French Writing, . . Commercial—German, (Interval) Commercial—Italian or Spanish,	10-11.30 11.30-1 1.30-2 2.30-4	French Writing, . . Commercial—German, (Interval) Commercial—Italian or Spanish,	10-11.30 11.30-1 1.30-2 2.30-4

TABLE III.—Showing the number of

	PREPARATORY GRADE.			JUNIOR GRADE.			MIDDLE	
	Ex- amined.	Passed.	Proportion per cent. of Passes.	Ex- amined.	Passed.	Proportion per cent. of Passes.	Ex- amined.	
Boys—of the prescribed age, .	2,420	1,649	68.1	2,877	1,656	57.5	820	
Do., Over-age,	—	—	—	360	120	36.4	177	
Total,	2,420	1,649	68.1	3,237	1,776	55.4	797	
Girls—of the prescribed age, .	744	479	64.4	1,069	551	54.3	271	
Do., Over-age,	—	—	—	100	54	54.0	41	
Total,	744	479	64.4	1,169	605	54.2	312	
Gross Total,	3,164	2,128	67.2	4,406	2,421	55.1	1,109	

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

BOYS.

Preparatory Grade (Of the Prescribed Age).	Subjects.				
	Greck.	Latin.	English.	French.	German.
Passed with Honors,	65	302	600	331	13
without Honors,	46	373	1,436	806	14
Failed,	53	420	383	461	14
Total Examined,	164	1,175	2,419	2,198	41
Proportion per cent. who passed with Honors,	39.6	27.5	24.9	42.3	31.7
Do., without Honors,	28.0	31.7	59.2	36.7	34.1
Total Per-centage passed,	67.6	64.2	64.1	79.0	65.6
(Over Age).*					
Passed with Honors,					
without Honors,					
Failed,					
Total Examined,					
Proportion per cent. who passed with Honors,					
Ditto, without Honors,					

* Over Age Students were not

Students who passed the Examination.

GRADE.		SENIOR GRADE.			TOTAL.			
Passed.	Proportion per cent. of Passes.	Ex- amined.	Passed.	Proportion per cent. of Passes.	Ex- amined.	Passed.	Proportion per cent. of Passes.	
464	74.8	228	186	81.6	6,145	3,955	64.8	Boys—of the prescribed age.
92	52.	53	29	54.7	560	241	43.	Do., Over-age.
353	60.8	281	215	76.3	6,705	4,196	62.6	Total.
206	77.1	115	91	79.1	2,219	1,370	61.7	Girls—of the prescribed age.
10	24.4	8	6	75.	149	70	47.	Do., Over-age.
216	70.2	123	97	78.9	2,368	1,440	60.8	Total.
773	69.9	404	312	77.2	9,073	5,636	62.1	Gross Total.

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors.

BOYS.

Honors.						Preparatory Grade (Of the Prescribed Age).
Italian.	Celtic.	Arith- metic.	Euclid.	Algebra.	Drawing.	
43	137	1,059	863	773	593	Passed with Honors.
14	86	901	761	648	749	without Honors.
1	38	394	622	550	302	Failed.
58	271	2,354	2,251	1,971	1,703	Total Examined.
74.1	56.5	45.9	38.6	39.2	34.6	Proportion per cent. who passed with Honors.
24.1	33.4	37.6	33.6	32.9	44.	Do., without Honors.
98.2	83.9	83.3	72.4	73.1	70.6	Total Per-centage passed.
						(Over Age).*
						Passed with Honors.
						without Honors.
						Failed.
						Total Examined.
						Proportion per cent. who passed with Honors.
						Do., without Honors.

eligible for Preparatory Grade.

TABLE IV.—Showing for each subject (1) the number of students who passed, failed, and (4) the total number examined; also the proportion and (6) who passed

BOYS.

Junior Grade (Of the Prescribed Age).	SUBJECTS.									
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.
Passed with Honors, . . .	101	824	713	45	1,004	111	20	3	41	3
“ without Honors, . . .	149	517	1,027	175	991	128	31	“	9	2
Failed,	220	709	634	188	691	118	53	“	2	“
Total Examined, . . .	640	1,801	2,854	408	2,706	417	103	2	62	5
Proportion per cent. who passed with Honors, . . .	29.8	29.1	24.9	11	36.7	26.6	31.2	100	78.8	60
“ Ditto, without Honors, . . .	27.6	28.7	36.8	42.9	36.1	43.1	33.5	“	17.3	40
Total Per-centage passed, . . .	67.4	67.8	61.7	53.9	74.2	71.7	64.5	100	96.1	100
(Over Age.)										
Passed with Honors, . . .	3	7	43	3	47	3	1	“	1	“
“ without Honors, . . .	15	62	227	4	124	2	“	“	“	“
Failed	55	148	59	21	134	16	“	“	“	“
Total Examined, . . .	73	196	329	28	305	21	1	“	1	“
Proportion per cent. who passed with Honors, . . .	4.1	8.5	13.1	10.7	15.4	14.3	100	“	100	“
“ Ditto, without Honors, . . .	20.5	21.7	69	14.3	40.6	9.5	“	“	“	“
Total Per-centage passed, . . .	24.6	29.2	82.1	25	56	23.8	100	“	100	“

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

BOYS.

Middle Grade (Of the Prescribed Age).	SUBJECTS.									
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.
Passed with Honors, . . .	105	213	180	23	341	27	28	3	17	2
“ without Honors, . . .	66	190	303	40	187	46	6	.	12	2
Failed,	49	122	42	27	92	19	2	.	5	.
Total Examined, . . .	217	523	524	90	620	92	36	5	34	4
Proportion per cent. who passed with Honors.	47	40.6	30.8	23.3	52.7	29.3	77.8	100	50	50
<i>Idem</i> , without Honors.	30.4	36.2	57.1	44.4	31.7	50	16.7	.	35.3	50
Total Per-centage passed,	77.4	76.8	88.2	72.7	84.4	79.3	94.5	100	85.3	100
(Over Age.)										
Passed with Honors, . . .	3	15	20	1	27	1	1	.	.	.
“ without Honors, . . .	30	72	120	7	61	3	.	.	1	.
Failed,	42	54	27	6	74	7	.	.	.	.
Total Examined, . . .	75	140	176	13	162	11	1	.	1	.
Proportion per cent. who passed with Honors.	4	9.3	11.4	7.7	16.7	9.1	100	.	.	.
<i>Idem</i> , without Honors.	40	52.1	73.3	52.3	37.3	27.3	.	.	100	.
Total Per-centage passed,	48	61.4	84.7	61.5	54.3	39.1	100	.	100	.

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

BOYS.

SUBJECTS.											Middle Grade (Of the Prescribed Age).
Commercial Spanish.	Celtic.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	Practic Writing	
.	32	102	79	397	216	45	2	23	14	6	Passed with Honors.
.	9	198	44	153	181	33	16	56	37	21	" without Honors.
.	3	314	11	35	191	25	17	69	28	25	Failed.
.	44	614	134	585	571	103	29	133	79	51	Total Examined.
.	727	163	589	686	378	417	69	21	177	98	Proportion per cent. who passed with Honors.
.	294	312	328	273	287	352	343	141	468	412	Ditto, without Honors.
.	971	686	917	959	665	769	414	631	645	61	Total Per-centage passed.
											(Over Age).
.	3	8	9	65	13	6	.	1	2	.	Passed with Honors.
.	4	44	16	92	30	7	2	11	6	2	" without Honors.
.	2	123	3	19	103	3	1	17	2	10	Failed.
.	9	175	27	171	146	16	3	29	10	12	Total Examined.
.	323	46	323	586	69	353	.	34	26	.	Proportion per cent. who passed with Honors.
.	444	281	656	663	205	437	667	379	60	167	Ditto, without Honors.
.	777	287	688	924	294	80	667	413	86	167	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

BOYS.

Senior Grade (Of the Prescribed Age).	SUBJECTS.									
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.
Passed with Honors, . . .	67	100	100	1	140	20	27	3	21	4
“ without Honors, . . .	20	17	100	10	47	6	10	.	4	3
Failed,	11	20	8	7	14	.	2	.	.	.
Total Examined, . . .	116	210	208	24	201	24	39	3	25	7
Proportion per cent. who passed with Honors, . . .	58.2	47.6	47.6	2.92	69.2	83.3	69.2	100	84	57.1
“ “ without Honors, . . .	17.2	8.1	48.0	41.7	23.4	25	25.6	.	16	42.9
Total Per-centage passed, . . .	90.5	85.3	95.6	70.9	92.6	108	94.8	100	100	100
(Over Age.)										
Passed with Honors, . . .	6	6	11	1	17	2	1	.	.	.
“ without Honors, . . .	17	18	22	2	17	3	.	1	.	.
Failed,	14	23	10	1	12	.	.	.	.	.
Total Examined, . . .	37	47	43	4	46	5	1	1	.	.
Proportion per cent. who passed with Honors, . . .	16.2	12.8	25.7	25	36.9	40	100	.	.	.
“ “ without Honors, . . .	45.9	38.3	51.1	50	36.9	60	.	100	.	.
Total Per-centage passed, . . .	62.1	51.1	81.1	75	73.8	100	100	100	1	.

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

BOYS.

SUBJECTS.										Senior Grade (Of the Prescribed Age).
Commercial Spanish.	Celtic.	Algebra and Arithmetic.	Euclid.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	Pencil Writing.	
•	20	55	91	47	14	5	2	1	11	Passed with Honors.
•	5	84	113	68	14	•	5	8	24	„ without Honors.
•	1	55	9	76	5	2	5	14	1	Failed.
•	24	197	213	191	33	5	14	23	36	Total Examined.
•	53½	28	427	241	42½	7½	143	43	305	Proportion per cent. who passed with Honors.
•	12½	40½	53	35½	22½	•	42½	31½	697	Ditto, without Honors.
•	55½	68½	957	597	54½	7½	571	391	972	Total Per-centage passed.
										(Over Age).
•	•	•	7	5	1	•	•	•	•	Passed with Honors.
•	•	13	32	6	3	1	1	•	•	„ without Honors.
•	•	25	14	26	•	•	•	•	•	Failed.
•	•	44	63	31	4	1	1	•	•	Total Examined.
•	•	•	112	101	35	•	•	•	•	Proportion per cent. who passed with Honors.
•	•	469	604	193	78	100	100	•	•	Ditto, without Honors.
•	•	469	736	354	100	100	100	•	•	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

BOYS.

Total in all Grades (Of the Prescribed Age).	SUBJECTS.										
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.
Passed with Honors, . . .	398	1,203	1,008	75	1,453	167	97	13	152	9	3
“ without Honors, . . .	298	1,137	8,545	234	2,041	238	61	—	30	7	—
Failed,	313	1,333	937	232	1,238	127	51	—	8	—	—
Total Examined, . . .	1,009	3,714	6,110	531	5,732	543	209	13	189	16	3
Proportion per cent. who passed with Honors.	39.1	33	26.5	14.1	42.7	30.7	46.4	100	72.2	56.2	100
Ditto, without Honors, .	29.8	31.1	38	44.1	36.1	44	29.2	—	23.1	43.6	—
Total Per-centage passed, .	68.9	64.1	84.3	58.2	78.1	74.7	75.5	100	95.3	100	100
(Over Age.) .											
Passed with Honors, . . .	12	36	74	8	91	8	3	—	1	—	—
“ without Honors, . . .	62	134	268	13	222	8	—	1	1	—	—
Failed,	111	228	90	27	229	28	—	—	—	—	—
Total Examined, . . .	185	398	332	48	542	44	3	1	2	—	—
Proportion per cent. who passed with Honors.	6.5	9.1	22.3	16.7	17.7	18.2	100	—	50	—	—
Ditto, without Honors, .	33.5	34.8	69.5	27.1	40.4	18.2	—	100	50	—	—
Total Per-centage passed, .	40	43.9	91.8	43.8	58.1	36.4	100	100	100	—	—

with Honors, (2) the number who passed without Honors, (3) the number who *per cent.* to those examined of those who (5) passed with Honors, without Honors—*continued.*

BOYS.

SUBJECTS.												Total in all Grades (Of the Prescribed Age.)
Celtic.	Arithmetic.	Book-keeping.	English.	Algebra.	Algebra and Arithmetic.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Drawing.	Shorthand.	Penmanship.	
800	1,717	483	1,819	1,466	88	47	125	58	379	117	16	Passed with Honors.
156	2,244	365	2,336	1,607	84	68	147	72	1,494	241	45	" without Honors.
66	1,912	291	1,622	1,804	65	70	160	120	834	273	36	Failed.
561	5,873	1,139	5,767	4,909	237	181	432	250	3,307	630	87	Total Examined.
551	582	474	315	305	38	246	239	332	260	136	184	Proportion per cent. who passed with Honors.
331	382	35	403	527	406	356	34	388	452	383	517	Ratio, without Honors.
552	674	744	718	632	586	602	629	82	718	568	701	Total Per-centage passed.
(Over Age.)												
4	34	39	27	25	.	5	10	2	16	10	.	Passed with Honors.
6	172	52	280	161	18	6	15	12	83	26	2	" without Honors.
4	296	28	168	278	26	20	21	5	75	24	10	Failed.
14	502	119	545	494	44	51	46	20	174	60	12	Total Examined.
286	62	328	178	62	.	161	217	10	92	167	.	Proportion per cent. who passed with Honors.
428	343	437	514	25	409	193	326	60	477	433	167	Ratio, without Honors.
714	411	765	692	312	409	264	543	70	669	69	167	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (5) who passed

G I R L S.

Preparatory Grade (Of the Prescribed Age).	SUBJECTS.					
	Greek.	Latin.	English.	French.	German.	Italian.
Passed with Honors, . . . . .	.	53	300	273	32	24
„ without Honors,	3	64	405	300	60	7
Failed,	2	60	55	153	97	1
Total Examined,	5	197	743	734	189	32
Proportion per cent. who passed with Honors,	.	26.9	40.8	37.2	16.9	75.
Ditto, without Honors,	60.	32.5	54.5	42.	31.7	21.9
Total Per-centage passed,	60.	59.4	85.3	79.2	48.6	96.9
(Over Age).*						
Passed with Honors,						
„ without Honors,						
Failed,						
Total Examined,						
Proportion per cent. who passed with Honors,						
Ditto, without Honors,						

* Over Age Students were not

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

GIRLS.

SCIENCE.					Preparatory Grade (Of the Prescribed Age).
Latin.	Arith- metic.	Euclid.	Algebra.	Drawing.	
5	186	59	162	214	Passed with Honors.
2	301	87	208	352	" without Honors.
.	239	139	120	71	Failed.
7	726	285	490	647	Total Examined.
71.4	23.6	20.7	32.7	33.1	Proportion per cent. who passed with Honors.
28.6	41.6	30.6	41.2	55.9	Ditto, without Honors.
100.	67.1	51.2	74.6	89.	Total Percentage passed.
					(Over Age.) *
					Passed with Honors.
					" without Honors.
					Failed.
					Total Examined.
					Proportion per cent. who passed with Honors.
					Ditto, without Honors.

eligible for Preparatory Grade.

TABLE IV.—Showing for each subject (1) the number of students who passed
failed, and (4) the total number examined; also the proportion
and (6) who passed**G I R L S .**

Junior Grade (Of the Prescribed Age).	SUBJECTS.									
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.
Passed with Honors.	5	77	319	1	403	41	98	3	28	.
" without Honors.	3	101	625	9	327	12	129	.	25	.
Failed,	4	141	116	16	295	4	115	.	7	.
Total Examined,	12	619	1,067	26	1,025	57	342	3	60	.
Proportion per cent. who passed with Honors.	41.7	34.1	29.3	3.8	42.7	71.5	29.2	100	66.7	.
Ditto, without Honors,	25	31.7	60	34.6	30.1	21	36.7	.	25.2	.
Total Per-centage passed,	66.7	55.8	89.3	38.4	72.8	92.9	64.9	100	92	.
(Over Age.)										
Passed with Honors, . . . . .	.	.	31	.	37	1	2	.	.	.
" without Honors, . . . . .	.	2	61	.	37	.	6	.	1	.
Failed, . . . . .	.	8	13	2	24	.	4	.	.	.
Total Examined, . . . . .	.	10	100	2	98	1	12	.	1	.
Proportion per cent. who passed with Honors.	.	.	21	.	37.7	100	16.7	.	.	.
Ditto, without Honors, . . . . .	.	20	61	.	37.7	.	50	.	100	.
Total Per-centage passed, . . . . .	.	20	82	.	75.4	100	66.7	.	100	.

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

G I R L S.

SUBJECTS.												Junior Grade (Of the Prescribed Age).
Celtic.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.	
5	27	46	50	61	.	3	26	128	310	300	10	Passed with Honors.
5	360	44	168	160	5	2	33	355	240	461	20	.. without Honors.
.	565	34	179	382	2	.	12	327	130	336	12	Failed.
10	1,042	124	397	512	7	5	71	810	680	829	42	Total Examined.
50	88	371	126	10	.	00	305	158	455	13	335	Proportion per cent. who passed with Honors.
50	374	355	223	270	71.4	40	465	438	353	481	476	Iditto, without Honors.
100	457	726	549	370	71.4	100	531	696	809	611	714	Total Per-centage passed.
												(Over Age).
.	5	7	2	4	.	.	.	9	25	10	.	Passed with Honors.
1	40	10	7	15	.	.	1	37	22	50	.	.. without Honors.
..	55	2	15	23	.	.	5	32	11	25	5	Failed.
1	95	19	22	42	.	.	7	75	64	55	5	Total Examined.
..	51	263	91	95	.	.	.	115	457	115	.	Proportion per cent who passed with Honors.
100	403	228	318	267	.	.	143	474	341	532	.	Iditto, without Honors.
100	459	594	409	452	.	.	143	569	751	706	.	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

GIRLS.

Middle Grade (Of the Prescribed Age).	SUBJECTS.										
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.
Passed with Honors,	6	32	104	6	146	21	85	6	10	6	3
“ without Honors,	6	41	102	9	104	14	43	“	10	3	“
Failed,	“	30	6	4	21	1	31	“	1	“	“
Total Examined,	9	103	212	19	271	36	159	6	20	6	3
Proportion per cent. who passed with Honors,	66·7	31·1	52·2	31·6	53·9	58·3	45·1	100·	52·5	50·	100·
“ “ without Honors,	33·3	39·8	50·5	47·4	38·4	38·9	33·1	“	44·4	50·	“
Total Per-centage passed,	100·	70·9	97·7	79·	92·3	97·2	78·2	100·	97·2	100·	100·
(Over Age.)											
Passed with Honors,	“	“	6	“	6	“	1	“	“	“	“
“ without Honors,	“	“	28	“	21	“	3	“	1	“	1
Failed,	“	4	5	“	14	“	5	“	“	“	“
Total Examined,	“	4	41	“	41	“	9	“	1	“	1
Proportion per cent. who passed with Honors,	“	“	19·5	“	14·6	“	11·1	“	“	“	“
“ “ without Honors,	“	“	68·5	“	51·2	“	33·3	“	100·	“	100·
Total Per-centage passed,	“	“	87·8	“	65·8	“	44·4	“	100·	“	100·

with Honors, (3) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

GIRLS.

SUBJECTS.													Middle Grade (Of the Prescribed Age).
Calk's.	Arithmetic.	Book-keeping.	Euclid.	Algebra.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Music.	Domestic Economy.	Shorthand.	French Writing.	
3	7	11	27	23	.	.	3	17	27	39	1	1	Passed with Honors.
1	31	10	36	34	3	1	15	81	58	103	6	13	without Honors.
.	185	5	8	90	2	.	4	58	6	13	6	8	Failed.
4	223	30	111	147	5	1	22	150	151	233	12	22	Total Examined.
78	81	123	674	154	.	.	136	107	576	173	88	46	Proportion per cent. who passed with Honors.
28	139	365	324	231	60	100	682	528	384	744	417	391	Ditto, without Honors.
100	17	803	298	387	60	100	818	535	90	919	57	636	Total Per-centage passed
													(Over Age).
.	1	2	2	.	.	.	.	1	4	2	.	.	Passed with Honors.
.	1	8	2	1	.	.	1	12	8	30	.	1	without Honors.
.	34	1	4	14	1	.	2	17	9	7	.	4	Failed.
.	36	6	8	15	1	.	3	30	21	39	.	5	Total Examined.
.	23	335	25	.	.	.	.	38	19	51	.	.	Proportion per cent. who passed with Honors.
.	23	60	25	67	.	.	833	40	381	769	.	20	Ditto, without Honors.
.	66	833	50	67	.	.	333	433	571	82	.	20	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

GIRLS.

Senior Grade (Of the Prescribed Age).	SUBJECTS.											
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.	Commercial Spanish.
Passed with Honors, . . .	6	10	33	6	65	15	17	4	11	3	.	.
" without Honors, . . .	3	23	29	2	39	6	25	5	7	1	.	.
Failed, . . . . .	.	14	2	5	9	1	12	1	.	.	.	.
Total Examined, . . .	9	33	155	13	114	22	55	10	18	4	.	.
Proportion per cent. who passed with Honors, . . .	17	15	46	46	57	72	30	40	61	75	.	.
Ditto, without Honors, . . .	25	54	61	15	34	27	45	50	39	25	.	.
Total Per-centage passed, . . .	100	100	100	100	100	100	100	100	100	100	.	.
(Over Age).												
Passed with Honors, . . .	.	.	1	.	3	.	1	.	1	.	.	.
" without Honors, . . .	.	.	7	.	1	.	.	.	.	.	.	.
Failed, . . . . .	.	.	.	.	1	.	1	.	.	.	.	.
Total Examined, . . .	.	.	8	.	5	.	2	.	1	.	.	.
Proportion per cent. who passed with Honors, . . .	.	.	12	.	60	.	50	.	100	.	.	.
Ditto, without Honors, . . .	.	.	87	.	20	.	.	.	.	.	.	.
Total Per-centage passed, . . .	.	.	100	.	80	.	50	.	100	.	.	.

with Honors, (2) the number who passed without Honors, (3) the number who
per cent. to those examined of those who (5) passed with Honors,
without Honors—continued.

GIRLS.

SUBJECTS.												
Critic.	Algebra and Arithmetic.	Euclid.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Musik.	Domestic Economy.	Sporting.	Pencil Writing.	
1	8	17	2	1	.	3	11	19	10	.	5	Passed with Honors.
.	15	30	30	1	.	3	21	46	62	.	5	" without Honors.
.	22	3	11	.	.	1	17	4	35	1	1	Failed.
1	42	50	34	2	.	7	40	60	96	1	9	Total Examined.
100'	43	283	53	50'	.	428	224	275	103	.	333	Proportion per cent. who passed with Honors.
.	428	661	417	50'	.	428	428	607	633	.	545	Ditto, without Honors.
100'	476	949	50'	100'	.	856	652	942	735	.	888	Total Per-centage passed.
												(Over Age).
.	.	.	.	.	.	.	.	1	2	.	.	Passed with Honors.
.	.	6	.	.	.	.	.	4	2	.	.	" without Honors.
.	1	.	.	.	.	.	.	2	4	1	1	Failed.
.	1	6	.	.	.	.	.	7	8	1	1	Total Examined.
.	.	.	.	.	.	.	.	143	29	.	.	Proportion per cent. who passed with Honors.
.	.	100'	.	.	.	.	.	571	23	.	.	Ditto, without Honors.
.	.	100	.	.	.	.	.	714	100'	.	.	Total Per-centage passed.

TABLE IV.—Showing for each subject (1) the number of students who passed failed, and (4) the total number examined; also the proportion and (6) who passed

GIRLS.

Total in all Grades (Of the Prescribed Age).	SUBJECTS.											
	Greek.	Latin.	English.	Commercial English.	French.	Commercial French.	German.	Commercial German.	Italian.	Commercial Italian.	Spanish.	Commercial Spanish.
Passed with Honors, . . .	17	172	779	13	945	59	203	12	112	3	0	14
“ without Honors, . . .	11	338	1,378	20	775	32	219	5	52	4	2	8
Failed,	6	265	160	25	473	0	238	1	9	..	..	59
Total Examined, . . .	34	675	2,217	58	2,203	118	110	18	173	10	2	22
Proportion per cent. who passed with Honors, . . .	50	256	351	22.4	83	67.8	28.0	66.7	64.7	90	75	63.6
Ditto, without Honors, . . .	32.3	39	67.0	34.5	33.3	27.1	35.1	27.8	30	40	25	36.4
Total Per-centage passed, . . .	82.3	696	927	56.9	78.3	94.9	63.7	94.5	94.7	100	100	100
(Over Age.)												
Passed with Honors, . . .	..	..	30	..	40	1	4	..	1	..	..	5
“ without Honors, . . .	..	2	96	..	50	..	9	..	2	..	1	41
Failed, . . . . .	..	15	23	2	30	..	19	..	..	..	..	87
Total Examined, . . .	..	14	119	2	117	1	23	..	3	..	1	100
Proportion per cent. who passed with Honors, . . .	..	..	29.1	..	33.3	100	17.4	..	33.3	..	..	45
Ditto without Honors, . . .	..	14.3	84.4	..	66.7	..	39.1	..	66.7	..	100	54.6
Total Per-centage passed, . . .	..	14.3	84.5	..	73.4	100	56.5	..	100	..	100	59.1

with Honors, (2) the number who passed without Honors, (3) the number who per cent. to those examined of those who (5) passed with Honors, without Honors—continued.

GIRLS.

SUBJECTS.													Total in all Grades (Of the Prescribed Age).
Book-keeping.	Euclid.	Algebra.	Algebra and Arithmetick.	Plane Trigonometry.	Natural Philosophy.	Chemistry.	Botany.	Drawing.	Musik.	Domestic Economy.	Shorthand.	Practic Writing.	
57	193	240	9	9	1	3	35	370	410	158	11	4	Passed with Honors.
54	330	411	18	10	9	3	51	822	344	633	25	18	" without Honors.
33	329	506	22	12	4	.	17	473	140	370	19	9	Failed.
150	832	1,335	42	24	14	6	100	1,665	900	1,100	53	31	Total Examined.
38	220	196	48	83	71	50	32	272	602	136	24	129	Proportion per cent. who passed with Honors.
30	387	327	428	417	643	69	61	494	332	545	454	321	Do so without Honors.
74	610	523	476	50	714	100	63	716	844	621	654	71	Total Per-centage passed.
9	4	4	.	.	.	.	.	10	33	14	.	.	(Over Age).
13	15	16	.	.	.	.	2	43	34	32	.	1	Passed with Honors.
3	17	27	1	.	1	.	8	40	25	38	6	5	" without Honors.
25	26	27	1	.	1	.	16	108	92	132	6	6	Failed.
36	111	7	.	.	.	.	.	92	359	106	.	.	Total Examined.
42	417	331	.	.	.	.	20	434	309	621	.	167	Proportion per cent. who passed with Honors.
58	626	331	.	.	.	.	29	546	722	727	.	167	Do so without Honors.
													Total Per-centage passed.

TABLE V.—Showing the number of Students to whom £50 Prizes (Senior Grade) and Exhibitions were awarded.

	Senior Grade, £50.	Middle Grade, £20 a year, tenable for two years.	Junior Grade, £20 a year, tenable for three years.	Preparatory Grade, £10 a year, tenable for one year.	Total.
Boys, . . .	19	46	166	165	896
Girls, . . .	9	22	59	48	138
Gross Total, .	28	68	225	213	534

TABLE VI.—Showing the number of Students to whom Prizes in Books were awarded.

	First Class Prizes.	Second Class Prizes.	Third Class Prizes.	Total.
BOYS:—				
Preparatory Grade,* . .	—	—	152	152
Junior " . . .	36	40	74	150
Middle " . . .	26	18	27	71
Senior " . . .	8	11	26	45
Total, . . .	70	69	279	418
GIRLS:—				
Preparatory Grade,* . .	—	—	39	39
Junior " . . .	18	8	40	66
Middle " . . .	7	7	21	35
Senior " . . .	4	8	14	21
Total, . . .	29	18	114	161
Gross Total, . . .	99	87	393	579

* All Book Prizes only were awardable in the Preparatory Grade.

TABLE VII.—Showing the number of Students to whom Prizes in Composition were awarded. (Rule 53.)

—	Greek.	Latin.	English.	French.	German.	Italian.	Celtic.	Spanish.	Total.
Boys:—									
Preparatory Grade, £2, .	3	6	5	6	2	2	4	—	23
Junior " £2, .	6	6	8	7	3	2	3	—	35
Middle " £3, .	4	4	4	4	3	1	2	—	22
Senior " £4, .	3	3	3	4	2	1	2	—	18
Total, . . .	16	19	20	21	10	6	11	—	103
Girls:—									
Preparatory Grade, £2, .	—	4	5	4	2	2	—	—	17
Junior " £2, .	1	3	4	5	3	3	1	—	20
Middle " £3, .	1	1	4	5	3	1	—	—	15
Senior " £4, .	—	1	6	3	2	1	—	—	13
Total, . . .	2	9	19	17	10	7	1	—	65
Gross Total, . . .	18	28	39	38	20	13	12	—	168

TABLE VIII.—Showing the number of Students to whom Special Commercial Prizes were awarded. (Rule 49.)

—	Number.	Value.
Boys:—		
Junior, £15,	7	£105
Do., £10,	9	90
Do., £5,	8	40
Middle, £5,	1	5
Total,	25	£240

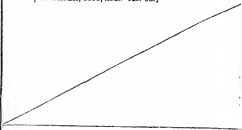
TABLE IX.—Showing the number of Students to whom Medals were awarded. (Rule 50.)

GRADE.		LARGE GOLD MEDALS.	SMALLER GOLD MEDALS.			
		First in Grade.	First in Classics.	First in English.	First in Mathematics.	First in Modern Languages.
Boys,	(Senior,)	1	1	1	1	1
	(Middle,)	1	*1	1	1	1
	(Junior,)	1	1	1	1	1
Girls,	(Senior,)	1	—	1	—	1
	(Middle,)	1	—	1	1	1
	(Junior,)	1	1	1	1	1
Total,		6	3	6	5	6

*In each of these cases the Student, being disqualified for a award of a second Medal (Rule 50, par. 6), have been awarded a Money Prize of £4.

TABLE X.—ACCOUNTS of the BOARD (original
(A) CAPITAL

	Securities, £ s. d.	Cash. £ s. d.
Balance on 1st January, 1898,	1,031,569 11 8	—
Cash proceeds of Securities Sold,	—	8,899 9 0
	£ 1,031,569 11 8	8,899 9 0

(B) INCOME		
RECEIPTS.	£ s. d.	£ s. d.
<i>In respect of the year 1897:—</i>		
Cash Balance as per Report of 1897,	974 17 6	
Income Tax refunded,	943 10 8	
Results Fees refunded, 1896,	0 2 0	
		1,918 10 2
[Cr. Balance, 1897, £1,006 10s. 4d.]		
<i>In respect of the year 1898:—</i>		
Interest of Securities,	28,377 15 10	
“ on Cash on deposit,	40 14 10	
Examination Fees,	1,193 4 9	
Do. (late) Fees,	9 15 0	
Sale of Waste Paper,	2 1 0	
Sale of Publications,	24 12 6	
Restitution,	2 0 0	
		29,640 4 5
Cash proceeds of Securities Sold,		3,309 9 0
* [Dr. Balance, 1898, £328 12s. 3d.]		
		
	£	34,967 8 7

* There is a net liability; in addition to this Balance, estimated at £250.

Endowment) for the year ended 31st December, 1898.

ACCOUNT.

	Securities.		Cash.	
	£	s. d.	£	s. d.
Securities Sold,	3,190	0 0	3,399	9 0
Balance on 31st December, 1898,	1,028,469	11 8	—	—
£	1,031,569	11 8	3,399	9 0

ACCOUNT.

PAYMENTS.		£	s.	d.	£	s.	d.
<i>In respect of the year 1897:—</i>							
<i>Administration—</i>							
Incidentals,		88	12	0			
Printing and Stationery,		36	2	1			
Cost of Audit,		160	0	0			
<i>Examinations—</i>					234	14	1
Printing and Stationery,		83	13	6			
Petty Expenses,		1	12	3			
Minor Prizes,		3	0	0			
					88	5	9
<i>In respect of the year 1898:—</i>							
<i>Administration—*</i>							
Permanent Salaries,		3,291	13	0			
Writers,		537	1	5			
Rent,		64	12	4			
Printing and Stationery,		54	4	11			
Incidentals,		250	1	8			
					4,197	13	4
<i>Examinations—*</i>							
Examiners' Remuneration,		6,060	0	0			
Do., Locomotive Expenses,		33	10	3			
Do., Incidental and Petty Expenses,		7	18	4			
Centre Superintendents' Remuneration,		4,120	0	0			
Do., Locomotive Expenses,		631	1	11			
Do., Incidental and Petty Expenses,		337	2	0			
Hire of Rooms,		309	6	0			
Printing and Stationery,		1,390	13	10			
Petty Expenses,		688	18	4			
Locomotive do.,		8	16	9			
					13,036	7	5
<i>Rewards—</i>							
Money Prizes and Exhibitions, 1898 (new Awards),		4,409	0	0			
Retained Exhibitions of 1896 and 1897,		2,290	0	0			
Results Fees,		7,164	14	3			
Medals and Minor Prizes,		972	17	10			
					14,836	12	1
<i>Miscellaneous—</i>							
Income Tax to be refunded,		—			916	13	4
Balance,		—			1,076	17	7
					£	34,967	3 7

* All Expenses of Administration and Examinations are paid out of the original Endowment of the Board, payments from the Local Taxation Grant being limited to Results Fees and rewards to Students.

TABLE XL.—ACCOUNTS of the Board (Local Taxation (Customs and Excise) Act) for the year ended 31st December, 1898.

(A) INVESTMENT ACCOUNT.

	Debit.	Credit.		Debit.	Credit.
	£ s. d.	£ s. d.		£ s. d.	£ s. d.
Balance on 1st January, 1898,	79,302 8 10	—	Balance on 31st December, 1898,	79,302 8 10	—
	£ 79,302 8 10	—		£ 79,302 8 10	—

(B) INCOME ACCOUNT.

	£ s. d.		£ s. d.
Balance on 1st January, 1898,	1,273 8 1	Exhibitions and Money Prizes,	10,276 8 6
Share of Local Taxation Duties, 1897-1898,	64,178 10 8	Examiners' Fees,	65,790 8 4
Interest of Securities,	1,051 8 4	„ In respect of the Year 1897,	18 10 0
„ on Cash on Deposits,	273 8 10	Balance on 31st December, 1898,	4,738 11 7
Examiners' Fees refunded, 1897,	1 8 0		
	£ 67,545 16 11		£ 67,545 16 11

Given under our Common Seal

this 26th day of April, 1899.



L. S.

Present at Board Meeting when Seal was affixed,

T. J. BELLINGHAM BRADY, } *Assistant Commissioners.*
JOHN C. MALET, }

NAMES OF THE COMMISSIONERS
OF
INTERMEDIATE EDUCATION (IRELAND).

The Right Hon. CHRISTOPHER PALLES, LL.D., Lord Chief Baron of the Exchequer in Ireland, Chairman.

The Right Hon. Mr. Justice MADDEN, Vice-Chairman.

The Rev. GEORGE SALMON, D.D., D.C.L., LL.D., F.R.S., Provost, Trinity College, Dublin.

The Right Hon. O'CONOR DON, H.M.L., LL.D.

Rev. W. TODD MARTIN, D.D., D.LIT.

DAVID G. BARKLEY, Esq., LL.D.

His Grace The Most Rev. WILLIAM J. WALSH, D.D., Archbishop of Dublin.

ASSISTANT COMMISSIONERS.

T. J. BELLINGHAM BRADY, M.A., LL.D.

JOHN C. MALET, M.A., F.R.S.

APPENDIX I.

LIST of PERSONS from whom the Examiners for 1898 were selected, with the approval of the LORD LIEUTENANT (Rule 6).

GREEK AND LATIN.

- Armour, Rev. James B., M.A. (R.U.I.)
 Beare, John L., M.A., F.T.C.D.
 Bryce, A. Hamilton, LL.D.
 Butler, Edward G., Sen. Mod., T.C.D.
 Carleton, Rev. James G., B.D., Sen. Mod., T.C.D.
 Cotter, W. E. P., B.A., 1st Sen. Mod., T.C.D.
 Dickey, Rev. R. H. F., M.A., B.D.
 Dougan, T. W., M.A., Ex-Fellow, St. John's College, Cambridge,
 Professor of Latin, Queen's College, Belfast.
 Doyle, Charles F., M.A. (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.
 Exham, Gerard, M.A., F.T.C.D.
 Goligher, W. A., M.A., Sen. Mod., T.C.D.
 Hamilton, Rev. A. B., M.A., LL.B. (R.U.I.)
 Hitchcock, Rev. Francis R. M., M.A., B.D., Dub., 1st Sen. Mod., Univ.
 Student, T.C.D.
 Keane, Charles, M.A. (Dub.), Professor of Greek, Queen's College, Cork.
 Kelly, Very Rev. J. J., Canon.
 Kennedy, Wm., M.A., Univ. Student (R.U.I.), B.A. (Dub.), Sen. Mod., T.C.D.
 M'Rory, Rev. Joseph, D.D., Professor, St. Patrick's College, Maynooth.
 Maguire, Rev. E., D.D.
 Mannix, Rev. D., Professor, St. Patrick's College, Maynooth.
 Marshall, Rev. P., Professor, Ecclesiastical College, Carlow.
 M'Culla, James, M.A.
 M'Glone, Rev. Peter, D.D.
 M'Neill, Hugh A., B.A. (R.U.I.)
 Molohan, John P., M.A. (Dub.), Sen. Mod., T.C.D.
 Montgomery, Robert, M.A., University Student (R.U.I.), B.A., 1st Class
 Classical Tripos, Cantab.
 Morrisroe, Rev. Patrick, St. Patrick's College, Maynooth.
 O'Dea, Henry, B.A. (Dub.), Mod., T.C.D., M.A. (R.U.I.)
 O'Farrell, Very Rev. J., Canon.
 Purser, Louis C., D.LITT., F.T.C.D.
 Rice, Rev. James, B.D. (Dub.), Sen. Mod., T.C.D.
 Riordan, Rev. Patrick.
 Rutherford, H. E., M.A., LL.D.
 Ryan, Rev. Innocent, Professor, St. Patrick's College, Thurles.
 Sandford, Rev. Herbert, M.A., Sen. Mod., T.C.D.
 Sandford, Philip George, M.A. (Dub.), Professor of Latin, Queen's
 College, Galway.
 Starkie, W. J. M., M.A., F.T.C.D.
 Tyrrell, Robert Y., M.A., D.LITT. (Dub.), F.T.C.D., Professor of Greek,
 University of Dublin.
 Valentine, W. J., M.A., 1st Sen. Mod., T.C.D.
 White, Dudley J., B.A. (Dub.)
 Wilkins, Rev. George, M.A. (Dub.), F.T.C.D.
 Wilson, Herbert, B.A. (Dub.), 1st Sen. Mod., T.C.D.

ENGLISH.

- Allen, Henry J., B.A. (Dub.), 1st Sen. Mod., T.C.D.
 Barlow, Jane.
 Barry, Rev. Louis Aug., LL.D. (Dub.), 1st Sen. Mod., T.C.D.
 Bastable, C. F., LL.D. (Dub.), Prof. of Political Economy, Univ. of Dublin.
 Boyd, Andrew, M.A. (R.U.I.)
 Carmichael, Rev. Frederick F., LL.D. (Dub.)
 Coghlan, Rev. Daniel, St. Patrick's College, Maynooth.
 Colclough, John D.
 Cooke, John, M.A. (Dub.), Professor, Church of Ireland Training College, Kildare-place.
 Cowl, Richard P., B.A.
 Coyle, Marie L., M.A.
 Coyne, William P., M.A. (R.U.I.)
 Cunningham, E. M.
 Cusack, John.
 Dixon, W. M., M.A., D.Litt., Professor of English Literature, Mason College, Birmingham.
 Donnellan, Rev. James, St. Patrick's College, Maynooth.
 Donovan, R., B.A. (R.U.I.)
 Evans, Rev. Henry, D.D.
 Fitzgibbon, Henry M., M.A. (Dub.), Senior Mod., T.C.D.
 Fitz-Henry, William A., M.A., LL.B.
 Fogarty, Rev. M., St. Patrick's College, Maynooth.
 Graham, Wm., M.A. (Dub.), Professor of Jurisprudence and Political Economy, Queen's College, Belfast.
 Hardy, William J., LL.D. (Dub.), Sen. Mod., T.C.D.
 Hayden, Mary, M.A., Junior Fellow (R.U.I.)
 Henry, Rev. J. Edgar, D.D.
 Hogan, Patrick J., M.A.
 Humphreys, Rev. John, B.A.
 Hyde, Douglas, LL.D.
 Joyce, P. W., LL.D., Ex-Professor, Board of National Education.
 Joynt, Maud A. E., M.A. (R.U.I.)
 Kingston, Eileen, B.A.
 Lyster, Thomas W., M.A. (Dub.), 1st Senior Mod., T.C.D.; Librarian, National Library of Ireland.
 Macartney, R. J., M.A.
 M'Bride, Rev. J. B., B.A. (R.U.I.)
 M'Donald, Rev. Walter, D.D., St. Patrick's College, Maynooth.
 Macken, James J., B.A. (R.U.I.)
 Magennis, William, M.A., F.R.C.L.
 MacMullan, S. J., M.A. (R.U.I.), Professor of History and English Literature, Queen's College, Belfast.
 Macran, Rev. Frederick W., B.A. (Dub.), 1st Sen. Mod., T.C.D.
 Macran, Henry S., M.A., F.T.C.D.
 Maturin, Charles, B.A., LL.B.
 Megaw, R. D., M.A., LL.B. (R.U.I.)
 Mulcahy, Rev. Cornelius, Professor of English Rhetoric, St. Patrick's College, Maynooth.
 Murphy, Katharine, M.A., Junior Fellow (R.U.I.)
 Newcombe, Rev. J. D. E., B.A., B.D. (Dub.), Sen. Mod., T.C.D.
 Nicolls, Archibald J., LL.B. (Dub.)
 O'Leary, Rev. Patrick, D.D., St. Patrick's College, Maynooth.
 O'Loan, Rev. Daniel, D.D., St. Patrick's College, Maynooth.
 O'Riordan, Rev. M.

- Park, John, M.A. D.LITT. (R.U.I.), F.R.U.I., Professor of Logic and Metaphysics, Queen's College, Belfast.
 Quinn, M. T., M.A., Univ. of London.
 Rainsford, Edwin G., B.A., Sen. Mod., T.C.D.
 Redmond, Frederick, B.A. (Dub.), Sen. Mod., T.C.D.
 Savage-Armstrong, George F., M.A. (Dub.), D.LITT., F.R.U.I.; Professor of History and English Literature, Queen's College, Cork.
 Semple, R. J., M.A.
 Smyth, Rev. J. Paterson, B.A., LL.D. (Dub.), Sen. Mod., T.C.D.
 Stanton, Lucy Vere.
 Steele, L. Edward, M.A. (Dub.), Professor, Church of Ireland Training College, Kildare-place.
 Story, Mary, M.A., University Student (R.U.I.)
 Taylor, John F., B.A.
 Welland, Rev. Charles W., B.A. (Dub.), Sen. Mod., T.C.D.
 Whelan, Rev. Denis, St. John's College, Waterford.
 Whitty, R. C. L., M.A. (Dub.), Sen. Mod., T.C.D.
 Woodburn, Rev. George, M.A., Professor, Magee College, Londonderry.

FRENCH.

- Amours, F. J., B. ES L, French Master, Glasgow Academy.
 Bacon, John W., M.A. (R.U.I.)
 Barbier, Paul E. E., Lecturer, French Language and Literature, Univ. Coll., Cardiff, South Wales.
 Barrère, A., Prof. of French, Royal Military Academy, Woolwich.
 Boiulle, James, B.A. (Paris).
 Butler, W. F., M.A., Prof. of Modern Languages, Queen's College, Cork.
 Cadie, Edouard, F.R.U.I. Officier d'Académie.
 Cogery, A., B.A., LL. (Paris), Examiner in French, Trinity College, London.
 Decoudun, Lydie.
 Guilgault, U. O. Léony.
 Herman, Walter, M.A., PH.D.
 Hogan, Rev. J. F., St. Patrick's Coll., Maynooth.
 Janau, Elphège, Assistant Examiner in the University of London.
 Lawson, James.
 McWeeney, Edmond J., M.A., M.B. (R.U.I.)
 Morgan, Rev. W. Moore, LL.D. (Dub.)
 Näf, Otto C., M.A., London.
 Oger, Victor, French Lecturer, Univ. Coll., Liverpool.
 Spencer, Frederic, M.A., PH.D., Professor of Modern Languages, University College, Bangor.
 Voegelin, A., B.A. (London).

GERMAN.

- Buchheim, C. A., PH.D., Prof. of German in King's College, London.
 Fischer, E. L.
 Houston, Rev. J. D. C., B.A.
 Selss, Albert M., M.A., LL.D. (Dub.), Sen. Mod., T.C.D., PH.D., Professor of German, University of Dublin.
 Steinberger, Valentine, M.A. (R.U.I.), Professor of Modern Languages, Queen's College, Galway.
 Weiss, A., M.A., PH.D., Professor of German, Royal Military Academy, Woolwich.

ITALIAN.

Dalla-Vecchia, Gio.
 Murphy, Rev. W. H., D.D.
 O'Keeffe, Rev. Barth. A., D.D.
 Ricci, Luigi, Prof. City of London College.

SPANISH.

Ramirez, Ricardo.
 Wheeler, Rev. Thomas, S.J.

CELTIC.

Flannery, T.
 Hogan, Rev. Edmund, S.J.
 Hyde, Douglas, LL.D.
 McCarthy, Rev. B., D.D.
 McNeill, John.
 Murphy, Rev. James E. H., M.A., Professor of Irish, University of Dublin.
 O'Growney, Rev. Eugene, Professor, St. Patrick's College, Maynooth.
 Olden, Rev. Thomas, B.A.

MATHEMATICS.

Alexander, J. J., M.A. (R.U.I.), B.A. (Cantab.)
 Allman, George J., LL.D., D.Sc., F.R.S., Ex-Professor of Mathematics, Queen's College, Galway.
 Barrett, Rev. Michael.
 Bergin, William, M.A. (Dub.), Sen. Mod., T.C.D., Professor of Natural Philosophy, Queen's College, Cork.
 Bernard, Rev. J. H., M.A., D.D. (Dub.), F.T.C.D.
 Best, Richard, M.A.
 Calverwell, Edward P., M.A., F.T.C.D.
 Dilworth, W. J., M.A., Professor, Board of National Education.
 Dowling, E. Hughes, B.A., Math. Tutor, University College, Stephen's-green, Dublin.
 Dowling, P. A. E., B.A. (R.U.I.)
 England, John, M.A. (Dub.), Ex-Professor of Natural Philosophy, Queen's College, Cork.
 Fry, M. W. Joseph, M.A. (Dub.), F.T.C.D.
 Gibney, James J., M.A. (R.U.I.)
 Griffin, Robert W., M.A., LL.D. (Dub.)
 Houston, W. A., M.A.
 Inwood, Thos. W., B.A. (Lond.)
 Johnston, J. P., M.A. (Dub.), Sen. Mod., T.C.D.
 Johnston, Swift P., M.A. (Dub.), 1st Sen. Mod., T.C.D., University Student.
 Joly, C. J., M.A., F.T.C.D.
 Kelleher, Stephen B., M.A. (R.U.I.)
 Kelly, Patrick.
 Larmor, Alexander, M.A.
 Leatham, John G., M.A.
 Leebody, John B., D.Sc. (R.U.I.), Professor of Mathematics and Natural Philosophy, Magee College, Londonderry.
 Lyster, Arthur E., M.A. (Dub.), Sen. Mod., T.C.D.
 McClelland, J. A., M.A.

- McWeeney, Henry C., M.A. F.R.U.I., Sen. Mod. (T.C.D.)
 Moran, Rev. Francis, M.A. (Dub.)
 Nixon, R. C. J., M.A.
 O'Doherty, Rev. Patrick A.
 Orr, Wm. M'F., M.A. (R.U.I.), Sen. Wrangler, Fellow of St. John's College, Cambridge; Prof. of Applied Mathematics and Mechanism, Royal College of Science, Ireland.
 Panton, Arthur W., M.A., D.Sc. (Dub.), F.T.C.D.
 Power, Rev. Thos. R., Professor of Mathematics, St. Patrick's College, Thurles.
 Rambaut, Arthur A., M.A., D.Sc., Radcliffe Observer, Oxford.
 Rea, James C., B.A. (R.U.I.), Professor, Church of Ireland Training College, Kildare-place.
 Roberts, Rev. W. R. Westropp, M.A. (Dub.), F.T.C.D.
 Russell, R., M.A. (Dub.), F.T.C.D.
 Smith, Charles, M.A. (R.U.I.), 1st Sen. Mod. (T.C.D.), Univ. Student.
 Tarleton, Francis A., LL.D., D.Sc. (Dub.), F.T.C.D.
 Thrift, W. E., M.A., F.T.C.D.
 Yates, James, B.A., Sen. Mod., T.C.D.

ARITHMETIC AND BOOK-KEEPING.

- Bell, Hamilton.
 Browne, J. J.
 Dowd, Rev. James, B.A. (Dub.), Sen. Mod., T.C.D.
 Farrelly, Daniel.
 Fitzpatrick, S., Professor of Mathematics, Catholic Training College, Drumcondra.
 Hughes, Rev. William, D.D. (Dub.)
 Irwin, Ven. Charles K., D.D. (Dub.)
 Macbeth, Rev. John, LL.D. (Dub.)
 O'Connor, George R.
 O'Connor, P. J., B.A. (R.U.I.)
 Sutcliffe, Rev. Thomas, B.A. (Dub.)
 Tristram, Rev. John W., M.A. (Dub.), Sen. Mod., T.C.D., Diocesan Inspector and Secretary, Diocesan Board of Education.
 Warnock, Rev. W. J., B.A. (R.U.I.)
 Whittou, Frederick A., Accountant, Representative Church Body.

NATURAL PHILOSOPHY.

- Anderson, Alexander, M.A., Fellow of Sydney Sussex College, Cambridge, Professor of Nat. Phil., Queen's College, Galway.
 Burke, John, B.A., Sen. Mod., T.C.D.
 Coffey, George, B.E. (Dub.), Sen. Mod., T.C.D.
 Doherty, J. J., LL.D. (Dub.), Sen. Mod., T.C.D.
 Gillespie, John R., M.A.
 Johnston, Rev. John, M.A.
 Johnston, Margaret K., M.A.
 Joly, John, D.Sc., F.R.S.
 Paul, John, B.A. (R.U.I.)
 Preston, Thomas, M.A. (Dub.), F.R.U.I., Sen. Mod., T.C.D.
 Scott, W. A., M.A. (Dub.), Professor of Physical Science, St. David's College, Lampeter, South Wales.
 Stewart, John Huston, B.A., F.R.U.I., D.Sc. (London); Professor of Experimental Physics, University College, Dublin.

CHEMISTRY.

- Adeney, Walter E., F.I.C., A.R.C.S.I.
 Dixon, Augustus E., M.D., F.C.S., Prof. of Chemistry, Queen's College,
 Cork.
 Foy, P. Bertram.
 Letts, Edmund A., PH.D., F.C.S., Professor of Chemistry, Queen's College,
 Belfast.
 M'Hugh, Michael, M.B. (Dub.), Senior Mod., T.C.D.
 Moss, Richard J., F.C.S., F.I.C., Registrar and Chemical Analyst, Royal
 Dublin Society.
 Pratt, J. Dallas, M.A., M.D.
 Robertson, Mary W., M.A. (R.U.I.)
 Werner, Emil A., F.C.S.

BOTANY.

- Anderson, R. J., M.A., M.D. (R.U.I.), Prof. of Nat. Hist., Queen's Coll.,
 Galway.
 Blayney, Alexander, M.A., M.B. (R.U.I.)
 Dixon, Henry H., B.A., Sen. Mod., T.C.D.
 Hanna, William, M.A.
 Sigerson, George, M.D., M.Ch. (R.U.I.)
 Wright, Ed. Perceval, M.D. (Dub.), Prof. of Botany, University of
 Dublin.

DRAWING.

- Atkinson, George M., Exam., Science and Art Department, South
 Kensington.
 Carroll, John, Art Master, Hammersmith Training Coll.
 Conan, Florence.
 Crowther, W. E.
 Hine, William Egerton.
 Langman, A. W. F., Senior Drawing Inspector to the London School
 Board.
 Lindsay, Thomas M., Drawing Master, Rugby School.
 O'Brien, Edward Stewart, B.A., B.E. (R.U.I.)
 Prendergast, P. J., A.M.I.C.E.
 Rawle, John S., F.S.A.
 Scully, T., B.E. (R.U.I.)

THEORY OF MUSIC.

- Bewerunge, Rev. H., St. Patrick's College, Maynooth.
 Gick, Thomas, MUS.D. (Dub.)
 José, T. R. G., MUS.D. (Dub.)
 Marks, J. Chr., MUS.D. (Oxon.)
 Merrick, Frank, MUS.D.
 Muntz, Ellis.
 Patterson, Annie, MUS.D.
 Rogers, Brendan J.
 Seymour, Joseph, MUS.B.
 Smith, Joseph, MUS.D. (Dub.)

DOMESTIC ECONOMY.

Barrington-Ward, M. J., M.A. (Oxon.), H.M. Inspector of Schools.
Daly, Mary.
Gallaher, Fannie M.
Harrison, W. Jerome, Science Demonstrator, Birmingham School
Board, &c.
McCarthy, Margaret.
Moore, Elizabeth.
Roche, Anthony, M.R.C.P.I.
Todd, Mary Bellingham.

SHORTHAND.

Boyle, M. F.
Bunbury George William.
Healy, F. C. Wallis.
Holt, Henry.
Hunt, Henry.
O'Malley, M. T.
Ryan, Charles.

APPENDIX II.

LIST OF EXAMINERS

SELECTED, WITH THE APPROVAL OF THE LORD LIEUTENANT, TO
CONDUCT THE EXAMINATIONS IN 1898.

GREEK AND LATIN.

- Carleton, Rev. James G., B.D.
Dongan, T. W., M.A., Professor of Latin, Queen's College, Belfast.
Goligher, W. A., M.A. (Dub.)
Hamilton, Rev. A. B., M.A., LL.B. (R.U.I.)
Kelly, Very Rev. Monsignor.
Maguire, Rev. Edward, D.D.
M'Rory, Rev. Joseph, D.D.
Molohan, John P., M.A. (Dub.)
O'Dea, Henry, B.A.
Tyrrell, Robert Y., D.LITT., F.T.C.D.
White, Dudley J., B.A. (Dub.)
Wilkins, Rev. George, M.A., F.T.C.D.

ENGLISH.

- Barlow, Jane.
Bastable, C. F., LL.D. (Dub.), Professor of Jurisprudence and Political Economy, Queen's College, Galway.
Coghlan, Rev. Daniel, D.D., St. Patrick's College, Maynooth.
Colclough, John D.
Donellan, Rev. James.
Donovan, R., B.A. (R.U.I.)
Evans, Rev. Henry, D.D.
Graham, William, M.A. (Dub.), Professor of Jurisprudence and Political Economy, Queen's College, Belfast.
Henry, Rev. J. Edgar, D.D.
Kingston, Eileen, B.A. (R.U.I.)
Macken, James J., B.A. (R.U.I.)
Macran, Henry S., M.A., F.T.C.D.
Magennis, William, M.A., F.R.U.I.
Mulcahy, Rev. Cornelius, Professor of English Rhetoric, St. Patrick's College, Maynooth.
Murphy, Katharine, M.A.
Park, John, D.LITT., F.R.U.I., Professor of Logic and Metaphysics, Queen's College, Belfast.
Savage-Armstrong, George F., D.LITT., F.R.U.I., Professor of History and English Literature, Queen's College, Cork.
Steele, L. Edward, M.A. (Dub.)

FRENCH.

Amours, F. J., B. ES L.
 Barbier, Paul E. E.
 Barrère, A.
 Cadic, Edouard, F.R.U.I.
 Decoudun, Lydie.
 Guilgault, Léony.
 Janan, Elphège.
 McWeeney, Edmond J., M.A. (R.U.I.)
 Oger, Victor.

GERMAN

Sells, A. M., LL.D.

SPANISH.

Wheeler, Rev. Thomas, S.J.

ITALIAN.

Ricci, Luigi.

CELTIC.

Hyde, Douglas, LL.D. (Dub.)

MATHEMATICS.

Barrett, Rev. Michael.
 Bernard, Rev. J. H., M.A., D.D. (Dub.), F.T.C.D.
 Dilworth, W. J., M.A.
 Dowling, P. A. E., B.A. (R.U.I.)
 England, John, M.A., D.SC.
 Gibney, James J., M.A.
 Inwood, Thomas W., M.A. (Lond.)
 Johnston, J. P., M.A. (Dub.)
 Kelleher, Stephen B., M.A. (R.U.I.)
 Larmor, Alexander, M.A.
 Leathers, John G., M.A.
 O'Doherty, Rev. Patrick A.
 Rambaut, Arthur A., M.A., D.SC. (Dub.)
 Roberts, Rev. W. R. Westropp, M.A., F.T.C.D.

ARITHMETIC AND BOOK-KEEPING.

Browne, J. J.
 Farrelly, Daniel.
 Macbeth, Rev. John, LL.D. (Dub.)
 Sutcliffe, Rev. Thomas, B.A. (Dub.)
 Whitton, Frederick A., Accountant, Representative Church Body.

NATURAL PHILOSOPHY.

Stewart, John Huston, B.A., B.SC.

CHEMISTRY.

Adeney, Walter E., D.Sc., F.I.C.,

BOTANY.

Blayney, Alexander, M.A., M.D. (R.U.I.)

DRAWING.

Carroll, John, Science and Art Department, South Kensington.

Langman, A. W. F., Senior Drawing Inspector to the London School Board.

Lindsay, Thomas M.

O'Brien, Edward Stewart, B.A., B.Sc.

THEORY OF MUSIC.

Seymour, Joseph, MUs.B.

DOMESTIC ECONOMY.

Barrington-Ward, M. J., M.A. (Oxon.)

Daly, Mary.

SHORTHAND.

Holt, Henry.

Ryan, Charles.

APPENDIX III.

REPORTS OF THE EXAMINERS, 1898.

GREEK.

SENIOR GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of R. Y. TYRRELL, D.LITT.

The answering in the Senior Grade Greek (First Paper) was satisfactory. A good many excellent compositions were sent in. In grammar the answering was on the whole good; and the Examiner fancied that he observed an improvement in the style of the translation.

Some very intelligent answers were received to Question 9 on the meaning and etymology of certain words, and to Question 10 on anomalies of scansion and on passages betraying signs of interpolation.

The answering of the girls does not call for special comment.

MIDDLE GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of J. P. MOLCHAN, M.A.

This year the boys of the Middle Grade did excellent work on this paper. The grammar, composition, translation, and knowledge of the subject matter of the author (with the exception of geography) were all good.

In Grammar the declension of nouns and adjectives, especially the declension of γρῶς, gave most trouble. A curious mistake cropped up in a large number of papers:—in answer to 5 (a) (the construction of ἑξῆς), the translation given of the example ἐντὶ τὰ ὅρια was "beyond the boundaries." I would recommend the candidates to read the questions carefully before answering them. Some gave the genitive singular or the accusative singular for the accusative plural, and the Greek for "whether" instead of that for "whither." The syntax questions were well answered with the exception of 5 (b) (1.) μὴ δῶκεν δὲ τούτων.

The composition was remarkably well done on the whole, the Greek sentences of most of the candidates showing an accurate knowledge of the rules of Greek syntax and an ability to apply them.

This year the passages for translation from the set author consisted of shorter pieces than hitherto, chosen from all over the "Hellenica." This was intended to be a more searching test as to whether the students had carefully studied the whole of the author, chapter by chapter, and not merely crammed the "likely" pieces. Most of the candidates came triumphantly through this test. Yet in some instances there was evidence of the translation having been got off by heart.

The quotation question and the explanation of terms taken from the text were admirably done. In question 8 some candidates gave both alternatives, though only one was required. In question 10 a few

confounded Πλευράσια with Ἀταρούσια. The knowledge of geography shown was hazy in the extreme. More attention should be given to this subject, which is so necessary to the thorough grasp of an historical author.

The "overage" candidates in this Grade were extremely weak, while the girls, on the other hand, were uniformly excellent, all but one gaining honour marks in grammar and composition.

I have in previous reports called attention to the difficulty and delay caused to Examiners by portions of the answers to the same question being scattered over different pages of the answer book; but this year a record in dislocated answers should, I think, be established by the candidate who answered the paper from question 5 in the following order:—

Portion of 5; 7 (a), (c), (d) (translation); portion of 6 (composition) down to the middle of sentence (c); portion of 10; 8; portion of 9; remainder of 10; 6 remainder of (c) to end of 6; 7, 2nd half of (b); more of 5; remainder of 9; still more of 5; 7, 1st half of (b); end of 5.

This, of course, is quite an exceptional case; but the practice is far too general, and ought to be checked by teachers impressing on their pupils the advantage of answering the whole of a question together. By leaving a space between answers there would be room for the candidates to make any addition they pleased to what they had already written.

JUNIOR GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of J. P. MOLOHAN, M.A.

I am happy to be able to congratulate the students of the Junior Grade and their teachers on the admirable answers to this paper sent up by a large majority of the candidates.

The grammar on the whole was good, the weakest answers being those to the questions on the conjugation of verbs and on syntax. The composition was decidedly good, better, I think, in the case of the best candidates, than any I have before examined. One candidate was awarded full marks in composition, and several others ran him very close. This speaks volumes for the excellent training these students have received and for the careful preparation of the author, Xenophon, *Anabasis I.*, from which the sentences for composition were adapted.

The translation, which, as in the Middle Grade, was tested by a larger number of short pieces, selected from various chapters of *Anabasis I.*, was, as a rule, excellent. There is no doubt, however, that some of the weaker candidates had crammed the translation. In the passage set for "word-for-word" translation some, who either did not attempt the first half of the piece, or who, if they did attempt it, were unable to make anything out of it, construed the second half with moderate accuracy. Again, in a couple of cases, the translation was given of passages other than those set.

The subject matter questions were also well known with the exception of the geography, to which, as in the Middle Grade, very little attention had been paid. It detracts greatly from otherwise good work when one

comes across such a hopeless answer as "Abydos is separated from Greece by the Isthmus of Corinth." Evidently no attempt has been made to devote to this subject the preparation adequate to its importance.

The "overage" candidates in this grade also were very weak; out of the 73 candidates only 9 got honour marks in grammar and composition, and the answering in the remainder of the paper was marked by the same feebleness. The girls' answering was of average merit; none reached so high a standard as that reached by the best boys.

Among the juniors, too, several papers were disfigured by answers distributed over different pages of the answer book, with portions of other answers in between. I also came across instances in which the same question was done twice over, and there was nothing to indicate to the Examiner, by crossing-out or otherwise, which answer the candidate elected to stand by. The remarks made with regard to this matter in my report on the Middle Grade are equally applicable to the Junior.

Apart from these blemishes, which are pointed out with the object of showing students how they may present their knowledge to the best advantage, it is gratifying to be able to record that there continues to be, on the part of the better equipped candidates, a substantial and sustained advance in the study of Greek.

PREPARATORY GRADE.—FIRST PAPER.—BOYS AND GIRLS.

Report of Rev. GEORGE WILKINS, M.A.

The answering in this subject was satisfactory, and showed intelligence, not cramming—a plain paper that is not crotchety best tests if the preparation of the candidates is thorough, and precludes all possibility of cram. Of course, mistakes were made, as one might expect, owing to the tender age of the candidates. The few girls who presented themselves were much behind the boys.

SENIOR GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of Rev. GEORGE WILKINS, M.A.

The answering in this subject was excellent. The preparation of the prescribed work had been sound and thorough. As a rule, among the Grecians few dunces or stupid boys are to be found, the indolent and the dull usually having chosen some less severe study than Greek.

MIDDLE GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of THOMAS WILSON DOUGAN, M.A.

I have examined the second paper in Greek done by the boys and girls of the Middle Grade.

The work was generally very fair, and some of it was excellent. Weak papers were, so far as I can remember, fewer than in former years; and History seems to be more generally prepared now than formerly.

The majority are careful in parsing, but many are very unsatisfactory. Those of the latter class, although asked in the paper to "*parse fully*" certain words, merely mentioned one, two, or three out of some five or six points that ought to be specified with regard to each word. If pupils are required to parse fully in class, they will surely parse fully in examination, and, if they are not, carelessness and indolence will inevitably be developed. Where the teacher is lax the boy will be unprepared, and when asked to parse *ἡδίστον*, for example, his answer will be "it's the aorist." He will never dream of saying which aorist, for he has his eye on the teacher, and is ready to make it imperfect, future, or anything else, if he sees any sign of dissatisfaction in the teacher's face; much less will he hazard an opinion as to its mood, voice, person, or number.

More general attention to scansion and quantity is desirable. In marking the quantity of the penultimate of the five words given in the paper a large proportion of candidates seemed to proceed by guess-work.

The candidates who are over age continue to display a lack of ambition and a disinclination to clear the paper

JUNIOR GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of THOMAS WILSON DOUGAN, M.A.

I have examined the second paper in Greek of the boys and girls of the Junior Grade.

The answering was, in the main, good, a large proportion of the candidates clearing the paper.

Parsing is perhaps the test that most serves to separate out careful and carefully trained candidates from those of the opposite kind. A large number parse in a satisfactory manner, giving such an account of the words inquired about in the question as serves to fix each to its own place in the scheme of the conjugation of the verb, declension of the noun, &c., but far too many go upon a different plan giving one or two isolated facts where six or seven are required.

Common sense is necessary in translating, whether the passages have been previously prepared or not. Some erroneous answers recurred with such frequency that I suspect some editors or teachers lack this important quality. About two hundred out of six hundred candidates translated the line *πέντε μινῶν τρήεις εἰς τοὺςλάχιστον* "*The hairs are worth five minae at least*," thereby murdering the fun of the passage which, in this as well as in several previous instances in the prepared text, turns upon getting rid of every superfluous atom of *weight* in order to keep the boat light.

In what circumstances, or for what purpose, ancient or modern, do these boys or their teachers suppose that a man's beard could be worth a twenty pound note?

History was not badly done, but Geography was almost invariably very bad. A good Atlas should be accessible to the pupils in every school. Boys are generally ready to study maps if they can get access to them.

The above remarks apply to the girls as well as to the boys. One girl got one of the highest marks awarded on this paper. Two more were good, five passable, and four extremely weak.

The average of the girls was not so good as in the Middle Grade.

PREPARATORY GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of R. Y. TYRRELL, D.LITT.

The examiner was disappointed with the answering in History and Geography. It would seem to be a task not too great for the powers of a candidate even in the Preparatory Grade to give intelligent answers to such very elementary questions as were put on the Second Paper. Yet many of the candidates showed absolute ignorance of the Ancient World. Some knew nothing about Thermopylae, or else invested Lycurgus with the command on that occasion, reserving Leonidas for the Peloponnesian War.

The "Unseen" was, as a rule, very poorly attempted, though there were a few excellent papers. Words like βού, παραγγιλας, σίχαιο, ἐπίσχο, ἀνιδόμοτος, are surely within the range of a grade which reads Xenophon. But to very many these words were quite unknown, σίχαιο, *ε.g.*, being very generally confounded with σίαια, and translated "thought."

The prescribed translation was excellent, and the Grammar, as a rule, satisfactory.

LATIN.

SENIOR GRADE.—FIRST PAPER.—BOYS.

Report of W. A. GOLIGHER, M.A.

This paper dealt with Grammar, Composition, and the Fifth Book of Livy. The answering all round was praiseworthy in a very high degree; indeed, many of the papers sent in would do credit to a University Honorman. The Prose compositions were particularly good; all but the very worst showing in their structure no little acquaintance with Livy's style. In most cases the translation into English was beautifully done, escaping the Scylla of servile literalness on the one hand, without falling into the Charybdis of dishonest paraphrase on the other. The only general weak point was Verse Composition, combined with quantities.

SENIOR GRADE.—FIRST PAPER.—GIRLS.

Report of J. P. MOLOHAN, M.A.

The answering on this paper by the girls of the Senior Grade was moderate. Only 20 out of the 53 candidates examined obtained honour marks in Grammar and Composition, while 10 failed.

The answers to the questions on Grammar were weak, as a rule, especially the answers to questions 2 and 3 (a), on the *oratio obliqua* and the pronouns. In the accidence questions the parsing of *funditus* was missed by a large number, who parsed it as the perfect passive parti-

ciple of a verb. *Mālus* also was a source of grief to many. Nearly all the candidates displayed complete ignorance of the simple prosody questions asked. The marking of the quantity of the penultimate syllable of the words taken from the set author, *Livy V.*, was mere guesswork. In some cases candidates marked the quantity of the last syllable as the penultimate.

The Latin Verse was attempted by very few, and these had not the faintest conception of the structure of either the Hexameter or the Pentameter. It is a great pity the heads of the Girls' Schools do not do more to cultivate Verse Composition.

The Latin Prose was also weak in the majority of cases; but there were some compositions of quite meritorious excellence, both as regards accuracy and style.

The translation of *Livy V.* was well known, the difficult passages set being rendered into correct and idiomatic English. The answers to the questions on the subject matter were, in most cases, extremely good, showing thorough preparation of the set author.

It is always a pleasure to me to commend the neatness of the papers sent in by the girl candidates, and the papers of the Senior Grade girls this year show no falling off in this respect.

MIDDLE GRADE.—FIRST PAPER.—BOYS.

Report of W. A. GOLICHER, M.A.

The subjects dealt with on this paper were Grammar, Composition, and two portions of Cicero's works, viz., the speech for the Manilian Law and the two last orations against Catiline. In no branch did the answering as a general rule rise much above the dead level of mediocrity. To come to details, the attempts at writing Latin Verse were pitiable in the extreme. Not one boy in fifty showed even an elementary acquaintance with the rules of hexameters or the quantities of syllables; many even seemed to think that a literal rendering of the paraphrase supplied was all that was needed.

The questions dealing with syntax caused the display of a little knowledge, but the two questions in accidence were badly handled even by the better class of candidates, and the quantities of the nouns and verbs were correctly given by less than a dozen in all. Scores of boys combined ignorance and heedlessness to such an extent that although they have been reading *Pro lege Manilia* all year, and although one question on the paper contained the words *legum aera*, they wrote down "*lex masc. gen. pl. legum.*"

The translation of the passages set from the prescribed book was indeed pretty well done by the majority, but as a rule the knowledge of the candidates ceased there. Comparatively few knew the date and provisions of the Manilian and Gabinian laws, or could explain the historical allusions taken from the speech in support of the former. It seems clear that in many cases boys are allowed to read the prescribed work without having any intelligent interest in it aroused in their minds. One is tempted to think that "likely" passages are selected from the book and drummed into the pupils' heads—or rather the difficult words in those passages; for many boys sent in translations which contained

correct renderings of the hard words while totally missing the drift of the passage as a whole.

In conclusion I may remark that the spelling of many and the hand writing of most candidates can only be described as execrable.

MIDDLE GRADE.—FIRST PAPER.—GIRLS.

Report of W. A. GOLIGHER, M.A.

I am sorry that I have no option but to repeat here the strictures already passed on the boys. The spelling of English words and Latin grammatical terms was far from perfect, and handwriting is apparently a lost art in girls' schools. Less than a score sent in anything like a good continuous prose composition, while the verse and prosody were treated even more barbarously than by the boys. In far too many cases an utterly reckless style of translation into English prevailed: the candidates did not trouble to ask themselves whether the sentences they attributed to Cicero could have been written by anybody but a gibbering idiot.

The girls, moreover, displayed the same ignorance of the subjects with which the prescribed works deal, especially in the case of the speech for the Manilian Law. A great many ignored the question; still more gave an extremely weak answer; and some girls even described both the Lex Manilia and the Lex Gabinia as conferring supreme power in the East upon Lucullus. Again, the habit of translating Latin words by their English derivatives, often ludicrously inappropriate, was widespread, and barbarisms like *protectio* for "protection," *regulare* for "regulate" were common.

SENIOR GRADE.—SECOND PAPER.—BOYS.

Report of Rev. A. B. HAMILTON, M.A.

I have just completed the examination of 259 boys in this Grade, 47 of them being over-age candidates. Their papers have produced a very favourable impression on me. Most of the candidates showed evidence of having made careful preparation for the examination. I was, however, astonished to find that so many boys translated Odes III., 5, 15, as if the reading before them had been "*exemplo trahenti*," and did so without subjoining any explanatory note.

Not more than ten per cent. of the candidates quoted correctly either the stanza commencing "*Virtus repulsa*," or that beginning "*Lenit albescent*." The majority ignored the question altogether; some gave the English equivalent for one or other of the stanzas; a few quoted

other verses which they declared were quite equal in merit to the lines asked for. Boys ought to commit Latin verse to memory much more commonly than they do. It is to be hoped that future examiners in the Senior Grade will insist on familiarity with the text, evidenced by power to quote.

The translation at sight was generally well done; in some cases the renderings were excellent. I was, however, astonished at the number of boys who did not know the meaning of words so common as "sarcinis" and "caerulea." Owing to their not having taken the trouble to scan the line, many candidates came to grief in translating Epode XVI., 7.

The Roman History questions were answered in this Grade a great deal better than in the Middle Grade. One boy—a circumstance which greatly pleased me—was able, in answering the 12th question, to quote with perfect accuracy Cicero's estimate of Lucretius, as given in his letters to Quintus. This showed careful instruction, not confined within the limits of a text book. It was, however, disappointing to see how almost universal was the tendency to confound Titus Labienus with his son Quintus, and Caelius with Cario. The individuality of all the prominent personages who figured in the last generation of the Republic ought to be clear and distinct to every well-taught boy in the Senior Grade.

I am not aware that anything remains for me to say except to express my satisfaction at finding that the standard of Latin scholarship in our Irish Schools is, on the whole, so high.

SENIOR GRADE.—SECOND PAPER.—GIRLS.

Report of THOMAS W. DOUGAN, M.A.

I have examined the Second Latin paper of the girls in the Senior Grade. I found the work good on the whole; very weak papers were rare, while some very high marks were obtained, and the average was very fair.

The book-work had been carefully prepared. There were some instances in which the meaning of the Latin was faithfully given in English, and yet evidently not understood. A large proportion of candidates imagined Daunus to be a river.

The History and Literature had not been neglected by many. The least satisfactory answers were those given to questions on prosody. It looks as if the pupils were in most cases carefully taught the schemes of the metres, and then left to fit them on to the examples set before them in examination instead of applying them to the whole of the prescribed verse author as read from day to day.

However, three or four of the highest candidates seemed to have a sound knowledge of the metres used in the Odes of Horace, and about the same number were able to quote an entire stanza correctly. This is, perhaps, as good as one can expect, and it is, in any case, at least as good as I have found on any previous occasion.

MIDDLE GRADE.—SECOND PAPER.—BOYS.

Report of Rev. A. B. HAMILTON, M.A.

I have just completed the examination of 665 boys in this grade, 138 of them being over-age candidates. The task was on the whole a very pleasant one. Few of the boys were utterly unprepared.

More accuracy might have been shown in the translation of the proper names which occur in the extracts for translation set from the prescribed book. The vast majority of the candidates seem, moreover, to have committed to memory the translation of the passages set on the paper.

The question which dealt with quantities and scansion was not answered so well as I should have expected. There is great room for improvement in this respect. On this section of the paper, no candidate obtained full marks.

The translation at sight was on the whole well done, many candidates succeeding in giving an accurate and spirited rendering of the passages on the paper. The answering in this department was highly creditable to the boys and to their teachers. It furnishes a complete refutation to the charge often brought against the Intermediate system of encouraging cramming.

Indeed, my complaint against the preparation of the boys is that they were not "crammed" enough. This was evident from the answering in Roman History. It was very disappointing to find candidate after candidate marring an otherwise excellent paper by a complete breakdown in this department. Some treated the questions with silent disdain; others remonstrated against being asked about "insignificant laws and obscure persons"; while others showed a most alarming tendency to become eloquent. It were well for the boys to understand that on a History paper, examiners look for dates and facts; not for sermons on corruption and extortion. It is a pity that boys should neglect a subject so attractive, and one in which marks are so easily gained. Schoolmasters are to blame for not impressing on their pupils the necessity of acquiring an extensive and accurate knowledge of Roman History if they wish to become complete classical scholars.

In spite of all these deductions, the work done in this grade during the last year has been highly praiseworthy, and of a nature to reflect credit on the boys and on their teachers.

MIDDLE GRADE.—SECOND PAPER.—GIRLS.

Report of Rev. A. B. HAMILTON, M.A.

I have examined 106 girls in this grade, three of them being over-age candidates, and regret to say that I found the standard of excellence very much lower than that which prevailed among the boys. The very best girls would only have been second-rate had they been brought into competition with the boys.

This inferiority was not conspicuous in the translations of passages from the prescribed author: many of the girls here acquitted themselves very creditably. The standard of proficiency in regard to scansion and quantity was much the same in both cases.

Very few girls get full marks in the geographical question which stood fourth on the paper.* But their inferiority first became conspicuous in the translation at sight. Here the mistakes into which only the mediocre boys fell—ignorance of the meaning of obvious words such as “affabre,” “edax,” and “perennis”—were all but universal among the girls. Scarcely any candidate gave a really satisfactory translation of the two easy lines:

Quam volet, illa dies, quæ nil nisi corpora huius
Lus habet, incertis patium mihi finiat ævi.

The literary grace and polish of style, which were such a pleasing characteristic in the versions of the best boys, were almost utterly lacking among the girls. It is obvious that these candidates had not had sufficient practice in unseen translation: were not taught to think for themselves. I would respectfully suggest to the headmistresses of schools the advisability of setting to their pupils short passages for translation during school hours, and carefully going over the exercises so done in presence of the girls. The pupils would thus acquire more self-reliance than they seem to possess at present: they would become more quick to perceive which is the principal verb in a long and complicated sentence, and to understand the relation in which the various dependent clauses stand to one another. They would gradually acquire the power of expressing themselves in terse and idiomatic English. A little practice is all that is necessary.

If the History papers of the boys were not satisfactory, the performances of the girls can be expressed in one line—

“Failure crowning failure, failure from end to end.”

That the questions were not too difficult is proved by the fact that there was not one of them which was not fully answered by several boys. This could not be said of the girls. Intelligent interest in this most fascinating subject of study seemed altogether absent; the pernicious practice of putting candidates up in “tips” instead of arousing their interest and evoking their enthusiasm, seems to be more prevalent than an examiner could wish.

In criticising girls’ papers we must, however, remember that Latin as a part of the regular educational programme has only recently been introduced into Ladies’ Schools. The vast strides which have been made during the last ten years encourage us to hope that the future has still greater things in store. The success which has rewarded the labours of headmistresses in the past is evidenced by the small percentage of utter failures among their pupils. I hope and believe that under the stimulus of the healthy competition engendered by the Intermediate system the standard of proficiency will rise year by year.

JUNIOR GRADE.—SECOND PAPER.—GIRLS; AND BOYS, OVER-AGE.

Report of GEORGE WILKINS, M.A.

The answering of the girls was fairly good, though two or three fell into amusing anachronisms. It occurred to my mind, from some of the answers, that the candidates had attempted to take up too many different subjects, and had thus jumbled together in their mind and in their written answers French with Latin, Modern History with Ancient History, and Geography with all. Obviously these subjects would be better known if a girl had not to study along with them Music, Botany, Domestic Economy, Chemistry, &c.

*“Give the Latin names for the three promontories of Sicily, and specify the position of each.”

I wish to say here that the answering of the over-age boys was, as usual, decidedly bad. The paper was not too hard, as the answering of the girls and of the boys (not over-age) proves; and the pooriness of the answering of the over-age boys can only be set down to the fault of the candidates themselves, or of their parents, who have not paid timely attention to their mental development, for the answering of over-age candidates is usually below the average.

PREPARATORY GRADE.—SECOND PAPER.—GIRLS.

Report of REV. JOSEPH MACRORY, B.D.

The answering of the girls on the Second Latin Paper of the Preparatory Grade was, on the whole, satisfactory. As might be expected, not a few failed to reach the Pass standard, but a large number not merely passed, but passed with high honours. A considerable number made a fair attempt at the translation of passages from the prescribed authors, but failed almost entirely to answer the questions in parsing arising out of those passages. It would seem, therefore, that more attention ought to be given to parsing.

The translation of Latin at sight was attempted by nearly all, and in many instances most creditably, when one bears in mind the difficulty of Latin poetry for a girl in the Preparatory Grade.

JUNIOR GRADE.—FIRST PAPER.—BOYS.

Report of JAMES G. CARLETON, B.D., HENRY O'DEA, M.A., R. Y. TYBRELL, B.LITT., and DUDLEY WHITE, B.A.

The answers to the Grammar questions were fairly satisfactory, and showed on the whole careful teaching, especially in the accidence.

The candidates gave less evidence of familiarity with the simple idioms which the sentences for translation into Latin involved. Comparatively few were acquainted with the construction required by the indirect question, and those respectively used with verbs of promising, doubting, persuading. The longer sentence (9) was, generally speaking, better translated than the others, "the army having marched," being correctly rendered by a deponent participle in the nominative case, or by "quum" with the subjunctive, the candidates also frequently proving themselves acquainted with the Latin for "more than twenty miles" and "the 31st December."

In the translation, passages B and D were generally well done, though few brought out the force of "adtexuntur." In A the word-for-word translation was fairly correct, but the greater number failed to convince the examiners that they understood the meaning of the latter and more difficult part of the passage. In C many marks were lost by a persistent tendency to construe "quo lege" as if in agreement.

The question designed to ascertain the candidates' knowledge of quantities, was, to all appearance, treated in a very haphazard fashion. The examiners fear that due weight is not given to the pronunciation of Latin in the lower forms of schools. Many of the candidates showed themselves ignorant even of the signs for long and short quantities.

JUNIOR GRADE.—FIRST PAPER.—GIRLS.

Report of HENRY O'DEA, B.A.

The remarks made on the answering of the boys in this paper equally apply to that of the girls. The answering was good, and a fair standard attained.

PREPARATORY GRADE.—FIRST PAPER.—BOYS.

Joint Report of REV. JAMES G. CARLETON, B.D., and DUDLEY WHITE, B.A.

On the whole the answering was more satisfactory than in the Junior Grade. In particular the translation of sentences into Latin was remarkably well done. Candidates found a difficulty in declining "vetus corpus" in combination, and in parsing "proderit," "fore," and the other verbal forms in Question 4, but the other grammar questions were very fully answered.

There were many more failures in the translation into English than in the rest of the paper. Some candidates who received high marks in Grammar and Composition seemed to have neglected the Caesar altogether.

The remarks made in the Junior Grade report, with reference to the question on quantities, apply also to the Preparatory Grade.

PREPARATORY GRADE.—FIRST PAPER.—GIRLS.

Report of REV. JAMES G. CARLETON, B.D.

The report in which I have joined as one of the examiners of the boy candidates may be taken as applying also to the girls.

In addition, I would say that a weak point in the girls was vocabulary. It was remarkable how many were ignorant of the Latin equivalents of the simple words which were contained in the sentences for translation into Latin. And this was the case with several who seemed to be fairly acquainted with the various constructions required, who left gaps where the words should have appeared, but artlessly acquainted the examiner with the case or tense, &c., which the missing substantive or verb should have assumed.

JUNIOR GRADE.—SECOND PAPER.—BOYS.

Joint Report of REV. JOSEPH MACRORY, D.D., and REV. EDWARD MAGUIRE, D.D.

The passages from Virgil were translated with such uniform accuracy and fulness, that, at first glance, the examiner would naturally feel inclined to think the candidates had thoroughly committed to memory the whole of the prescribed Book. But this unjust illusion at once vanished, when the rendering of the "Translation at Sight"—three pretty long passages, one verse, and two prose—was compared in merit. The majority of the answer-books exhibited very marked proficiency in this respect. Of course, the series of brilliant papers was here and there

broken; but total failures were pleasingly rare. The conviction, then, forces itself on the examiners that, in the Intermediate School, boys have been taught to translate *Latin*, prescribed or unprescribed in the Programme, with singular precision and neatness. Very special care must necessarily have been expended on training the candidates to grasp the meaning of each sentence and clause; and, in the second instance, to express that meaning with clearness and, even in many cases, with surprising elegance of diction. The crudeness and clumsiness of the attempts, so frequently encountered in the answer-books on this subject some years ago, are no longer visible.

The answering of the questions on the text, though fairly satisfactory, did not reach the same high standard, except in a small minority of cases. It would strike one that, in the case of inferior boys, more attention ought to be given to ordinary easy matters of explanation of apparent textual difficulties, and that learned expositions might be dispensed with. For instance, the "*chlamys Phrygia*" is, in some papers, described with astounding minuteness, while the comparatively easy phrase under the same vinculum is not even translated. This fault is rarely noticeable, and, year by year, gradually disappearing.

Question 4 on Prosody, line 2;—*Liminaque laurusque dei, totusque moveri* presents a formidable difficulty, and, yet, we are pleased to be able to report that, in the vast majority of instances, it was scanned correctly. The explanation of the irregularity, however, was generally not accurate.

The History questions were better answered, on the whole, than in any former year of our experience.

PREPARATORY GRADE.—SECOND PAPER.—BOYS.

Joint Report of VERY REV. JAMES J. KELLY, D.D., and REV. JOSEPH
MACRORY, D.D.

The passages from Ovid were well translated by a majority of the candidates; but when we found the inability to parse the words occurring in these passages and the ignorance of elementary syntax shown in a large number of the answers to the questions in parsing, even by several candidates who translated well, we were forced to conclude that in these instances the translation had been got up from printed English versions, and afforded no proof of any sound knowledge of the rudiments of the language. The great majority of the candidates in parsing a word merely gave the case of noun or adjective, mood and tense of verb, without giving any rule or reason, without declining noun or conjugating verb. They did not seem to know what is meant by parsing. The weakest part of the paper was found in the answers to the questions on parsing. We think the pupils of the Preparatory Grade ought to be required to parse every word in their lessons, fully and accurately, and not merely those words that present some special difficulty. A number seemed not to have prepared the selections from Ovid at all, and confined themselves to Roman History, trusting to their general knowledge to answer questions in syntax and translation at sight. We could not otherwise account for their poor attempts at translating the passages set, when the quantity to be prepared was so small. Some secured a pass by answering in the prescribed book and the passages for translation at sight, while they seem to have entirely neglected Roman History, by some attention to which they could have

passed with honours. There were, however, some very good History papers and the Roman History was fairly prepared, on the whole. Yet, in many instances there was evidence that an attempt had been made to get up a knowledge of it for the Examinations in a few days.

Comparatively few of the candidates made a good attempt to translate the passage from Ovid; while a fair number were successful in translating the passage from Cæsar. A large number of the attempts were poor, showing ignorance of the common concordances and the rudiments of Latin construction. To be successful in this very important part of the examination requires much work and practice on the part of pupils, and constant correction on the part of teachers.

The answering in Prosody was not, on the whole, good. Many seemed not to know the number of feet in a Hexameter or Pentameter line, and were ignorant of the quantity of the simplest words. A large number seemed to know nothing of prosody, and in answer to the question asking them to mark the quantity of the syllables of two lines, they gave the number of syllables in each line.

We have pleasure in adding that a large proportion of the papers were neatly written, perfectly legible, with the answers carefully arranged.

We are of opinion that, on the whole, the result of the examination of the Preparatory Boys' Second Paper was hardly so satisfactory as on the last occasion when we examined.

ENGLISH.

SENIOR GRADE.—FIRST PAPER.—BOYS.

Report of Rev. HENRY EVANS, D.D.

None of the *Compositions* are exceptionally brilliant, nor is any one strikingly original; but, in general, they are well thought out and well expressed, and contain very few cases of either faulty grammar or bad spelling.

The answering in *Grammar* is not all that may be reasonably expected from students of the Senior Grade. Most know the "Figures of Rhetoric" correctly, and can exemplify their use with ease and intelligence. Many fail to distinguish properly the words "continued" and "continuous," "factitious" and "fictitious," "perspicacity" and "perspicuity." The candidates seem rather weak in "Historical Grammar," but are particularly well prepared in *Analysis*.

The Play, *Julius Cæsar*, has been studied with diligence and care. The text is really well known. There is reasonable familiarity with the parts fulfilled by the *dramatis personæ*, and the candidates refer quoted passages to their respective speakers with creditable accuracy. Generally speaking, the versification is fairly well understood. Many describe the metre quite satisfactorily.

SENIOR GRADE.—FIRST PAPER.—GIRLS.

Report of Rev. HENRY EVANS, D.D.

There is very little in the work of the girls of the Senior Grade that strikingly differs from that of the boys. Generally speaking, the girls'

Compositions are longer; somewhat more diffuse, and less carefully punctuated. Illustrative anecdote is largely used by the girls. A considerable proportion of their essays may be described as good; some are admirable. Those who wrote on "The Uses and Abuses of Satire" made large drafts on their reading in English literature.

The girls' answering in *Grammar* reaches a fairly high average level. The "Figures of Rhetoric" are correctly defined, and their use is illustrated by apt examples. *Analysis* also is done with intelligence; but there are numerous failings in the explanation of somewhat similar words. Often "complement" and "compliment" are not distinguished satisfactorily, and too frequently the distinct meaning of each word of the pairs "fictitious" and "fictitious," "perspicacity" and "perspicuity," is entirely misapprehended.

The answering in *Julius Caesar* shows that the candidates have made a thorough study of the Play. They quite readily quote lines and phrases that have passed into popular use; and generally, they refer cited passages to their context with accuracy. The versification also is often well described. In the line, "Take thought and die for Caesar," the meaning of "take thought" is misunderstood more frequently than I had at all anticipated.

MIDDLE GRADE.—FIRST PAPER.—BOYS.

Report of G. F. SAVAGE-ARMSTRONG, M.A., D.LIT.

The remarks in the report it was my duty to submit to the Board last year are, I think, in the main applicable to the work done by the boy-candidates on the present occasion, with the exception that there seems to be some improvement in composition, not due entirely to difference of age or of sex.

Reliance upon memory rather than upon observation and reflection, was constantly apparent. No one can doubt the immense advantage of developing the powers of memory; but disproportionate cultivation of the mental faculties is one of the great defects of education with which we have to contend.

I regard composition as the best test of the real ability of the candidate. It is the resultant of all his forces, his memory, his observation, his reflection, his taste, his originality, his training, his character. I have not been severe in my marking of the compositions; but I have recommended for Prizes no composition to which I did not award at least 200 marks out of the maximum of 250. Many compositions to which I have given as high a mark as 190, were laborious productions to which a low mark could not in fairness be assigned; but only those to which I have awarded 200 or upwards exhibited the essential qualities of good composition.

The subject "American-Indian Warfare," seems to have proved very attractive to the boy-candidates, and it was satisfactory to find that many of them had read books of adventure and travel with evident enjoyment.

MIDDLE GRADE.—FIRST PAPER.—GIRLS.

Report of G. F. SAVAGE-ARMSTRONG, M.A., B.Litt.

The remarks it was my duty to submit to the Board in my last year's report are in the main applicable to the work done by the girl-candidates on the present occasion, with the exception that there seems to be some improvement in composition, not due entirely to difference of age.

Reliance upon mere memory rather than upon observation and reflection was constantly apparent, and, I regret to say—though it is easily to be accounted for—more in the answering of the girls than in that of the boys.

I attribute the excess of this reliance upon memory only, in the girls, partly to the system of training in girls' schools, and partly—and largely—to the inability of the average girl to bear as much mental strain at school and at an examination as the average boy. At the same time, it is pleasing to be able to report that the most original, humorous, and independent piece of composition out of the whole eleven-hundred-and-four submitted to my judgment, was a girl's. I felt inclined to excuse occasional inaccuracies in spelling where some of the highest qualities of good Composition were so apparent.

An anxious desire to do their very best was manifest in the work of the vast majority of the girl-candidates, as it always is. One would like to find them less rigidly faithful in the reproduction of the language of the editors of their text-books, on which, with a little more self-confidence, they could often easily improve. I cannot help thinking that they would enjoy being taught to express facts, not in the words of the dry-as-dust editor, but in their own fresh and independent way.

JUNIOR GRADE.—FIRST PAPER.—BOYS.

Report of WILLIAM MAGENNIS, M.A., Rev. CORNELIUS MULCAHY,
and L. E. STEELE, M.A.

We examined the answers to the First Paper, Junior Grade (Boys).

Three subjects were given for English Composition, viz., (a) Your Idea of a Hero, (b) A Ghost Story, (c) Beware of saying I can't! 'Tis a cowardly word, and apt to lead to idleness, folly, and want.

The "Ghost Story" naturally proved to be the most popular of the three, although, with some notable exceptions, the results were not very satisfactory. Many candidates confused the subject with a "Fairy Tale," and a large number were satisfied with giving an account of a practical joke.

Some characteristics of the compositions deserve the strongest possible censure. The importation of slang, vulgarity, and wretched English, speaks volumes for the low estimation in which the subject is held in Boys' Schools. Surely it is unpardonable that boys should be so little impressed with the fact that an English Composition, to be submitted as a test, should have a character of seriousness and importance, as that they should so freely employ the vulgarisms of the street and of the playground in the few lines of English prose they are asked to write. It is really painful to have to read composition after composition in which such outrages as, "it takes the ban," "heard tell of," "they do be telling," "they seem a ghost," "again he

got there," "to read it on the newspaper," "to let a yell," "to leave her go," "he went for to get it," "he was after conquering," and a host of others occur as apparently familiar and quite allowable expressions; and that such indications of uncultured pronunciation as "trobbed" for "throbbed," "tought" for "thought," "preform" for "perform," "nomative" for "nomiative," "frenented" for "fermented," "the" for "they," and "a" for "I," should appear, is most reprehensible; yet these unfortunately were very common.

We have much pleasure in reporting that, on the whole, the Grammar questions were very well answered; both the parsing and the analysis were good; the latter particularly so, although it was quite a common mistake to treat an extension of the predicate as itself a subordinate sentence. Question 2 ("Give the English words pronounced" like the following: base, cousin, cereal, marshal, invade!) seems to have puzzled the majority of the candidates. Notwithstanding that they were asked for the *English words*, many gave attempts at foreign words, and large numbers were satisfied with giving the phonetic equivalents. It is to be remarked that those who wrote good compositions were successful in answering this question. There is still room for improvement in the direction of intelligent parsing.

With reference to the answering on the literary text-books, the same remark which has so frequently to be made, may be repeated. So far as knowledge of the facts of the poems, and explanatory notes, are concerned, the answering was most satisfactory; but where a departure was made from questions which tested this knowledge, the failure of the candidates was most marked. Thus, they were asked in Question 7 "What merit does Moore modestly claim for himself in connection with the Irish Melodies? Quote some lines to illustrate your answer"; the answer is a simple one, but those who knew it were extremely few in number. The majority were well acquainted with the poem in which the answer is to be found, and, as a rule, quoted either the whole poem, or a stanza—often the wrong one—of "Dear Harp of my Country"; but there was hardly any indication that the simple meaning of the poem had been grasped. And again, Question 9, which was of the same class, proved a serious stumbling block. This, we are afraid, shows that the work of the teacher is mainly directed to securing a verbatim knowledge of the notes in the annotated editions, rather than a thorough knowledge of the meaning of the original. The way, too, in which the stanza selected for quotation was written, indicates that in many schools no attention is paid to the metrical form of the poem; the pupils not being exercised in writing out with proper punctuation, and in proper form, the stanzas of their poem.

JUNIOR GRADE.—FIRST PAPER.—GIRLS.

Report of KATHARINE MURPHY, M.A.

I am glad to be able to say that on comparing the result of the recent examination with my former experience in examining the same Grade, I find a much higher general level of excellence in the answering of this year. There were two questions, however, in which the marking was, with very few exceptions, low. These were:—No. 3. "Give English words pronounced like the following:—cousin, base, cereal, marshal, invade;" and No. 7. "What merit does Moore modestly claim in connection with the Irish Melodies?"

This latter question was important, being intended to elicit whether the candidates had taken in the meaning of the poems they learned by heart, and could have been answered with ease if teachers had been in the habit of making pupils write out the substance of these poems, or of calling their attention to the train of thought developed in each case.

The rest of the paper was well and intelligently answered. The English Composition was, as a general rule, good, and in some cases, surprisingly well treated. The writing, spelling, punctuation, and division into paragraphs had evidently received particular attention.

PREPARATORY GRADE.—FIRST PAPER.—BOYS.

Report of ROBERT DONOVAN, B.A.

The answering in this paper, though still open to improvement, seemed to me to indicate considerable progress in the schools, when compared with the work of a few years since. In *Composition*, though the marking was on the whole disproportionately lower than the marking on the rest of the paper, this progress is clearly visible. There are many blemishes still to be removed. But the papers of the Preparatory Grade this year were, in my judgment, very much superior in many points to the Junior Grade compositions in 1892. In spelling, punctuation, and arrangement there is a marked advance as compared with the work of years so recent; and this is most noticeable in the compositions of the less intelligent boys, a fact to be specially welcomed. Even the worst compositions exhibited the evidences of well-directed, though sometimes unsuccessful, teaching. They nearly all proceeded upon some little plan. There were fewer attempts at "fine writing" than an examiner was accustomed to expect. Most of the compositions were written in a natural style. Many of the candidates selected "Your Favourite Animal" as their subject; and a very large number were sketches of the boys' pets, written with "the eye on the object," and not seldom with considerable point and humorous effect. This is a welcome change from former years, when such compositions were too often ludicrous and unnatural mixtures of the products of youthful imaginations and imperfect recollections of books, expressed in what was meant to be a literary style.

The defects of the poorer compositions almost all arise from the intrusion of dialectical idioms or conversational vulgarisms and solecisms. If there were more attention paid in some of the schools to correct speaking the compositions would be greatly improved. For the worst defects of the compositions this year were plainly the result of incorrect habits of speech; while the best compositions as plainly bore evidence of the constant use of polite and correct forms in conversation. Many boys, even among those who had not much to say, were proficient in the use of simple, fluent English, without affectation on the one hand or grammatical inaccuracy on the other. The number of absolute failures, of boys unable to write complete and grammatical sentences, with fairly correct orthography, appeared to me to be much less than in the Junior Grade of six years ago.

The results of the test in punctuation and the use of capitals and quotation marks were satisfactory. The proper use of the full stop and the capital letter was almost universally known. A very large number of the candidates also used quotation marks quite accurately. Here there is evident improvement on previous work. Strange to say the note of interrogation was rarely used.

The general answering of the candidates in the remainder of the paper seemed to indicate that the weakest point in their training is a tendency to cultivate the memory at the expense of the other faculties. The grammatical questions were, on the whole, fairly well answered; but the answers to No. 2 (c) :—

What degrees of comparison have adjectives? State the general rule as to their use.

not seldom suggested defective teaching and the use of an unsuitable grammar. Some of the candidates appeared to have picked up the definition and the rule without understanding them, and depended wholly on their memory. Where that failed some echo of what they heard at class was given, such nonsense as "the greatest increase of denomination," the "greatest increase of diminuity" occurring in attempts to define the superlative. The parsing was fairly done, though not as well as might be.

Of the questions in the *Lays of Ancient Rome*, Nos. 4, 5, and 8 were well done, and the answers showed the general familiarity of the candidates with Macaulay's stirring ballads. Even if, in some cases, the effect of this acquaintance had not penetrated beyond the memory, the study was not valueless on that account. In later years the understanding and judgment of the lads will be brought to bear upon the stores laid up in the memory during its most receptive season; and their familiarisation even with the sounds and words of works of the kind must have its effect on their literary discernment and taste, as well as upon their speaking and writing. Nevertheless, greater effort should be made to ensure that they understand what they read. The answering to Question 7 indicates that care enough is not yet devoted to this. The question was often left unattempted, and a full answer was very rarely given. The failure to secure full marks was not due, however, to misunderstanding, but rather to an incapacity to bring out the full significance of the lines. It must be counted for an improvement that there were not so many ludicrous guesses at the meaning as are often met with in answers to Questions of the kind. Where memory failed in the answer to Question 8 the guesses were also less stupid than ingenious, though sometimes a little anachronistic, as in the case of the boy who wrote—

"Then lands were fairly portioned,
Then shares were fairly sold."

One manifest improvement is in the form, penmanship, general order and neatness of the papers. This is an improvement that does not necessarily appear upon the marking sheet. But it is all the more creditable to the teachers on that account.

PREPARATORY GRADE.—FIRST PAPER.—GIRLS.

Report of REV. HENRY EVANS, D.D.

The *Compositions*, for the most part, are simple, natural, and sensible. They are generally written in an easy, fluent style, and sometimes in language that would do credit to essayists of maturer years. The prevailing faults are excessive quotations of hackneyed stories, and almost wanton neglect of punctuation.

The answering in *Grammar* is very unequal. About half the candidates are well grounded in the subject, and of these many know it quite in advance of their grade; the other half do not seem to have given sufficient attention to the elements of the subject, although they often quote the language of their text-books fairly well.

Most of the candidates parse creditably, and some exceedingly well. About ten per cent. failed to parse *all* the prescribed words in the passage set as a test from Macaulay's poems.

Almost all the candidates are familiar with the text of *The Loys of Ancient Rome*. When asked respecting quoted passages, "Who said this?" Or, "of whom is this said?" nearly all answer correctly; but when requested to explain in their own words the meaning of certain passages containing no special difficulty, the replies were not at all so good.

Not having previously examined in the Preparatory Grade, I am unable to compare the answering this year with that of former years; but speaking generally, this year's work is well done, and if the teachers and students continue to apply the same diligence and industry throughout the ascending grades very satisfactory results may be hopefully anticipated.

SENIOR GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of JOHN PARK, B.LITT.

The answering of the boys is better than in 1897—one boy gained the splendid total of 635 marks out of 650, another 615, and a third 605. I did not examine girls last year, and their papers this year are not quite so good as are those of the boys, and the highest totals are 530 and 475.

Macaulay's *Essays* had been read with interest and attention, and full marks were here frequently obtained; the *History* also had been very well prepared, with, perhaps, the exception of the prescribed portion of *Joyce's Irish History*; the *Geography* was, I believe, more intelligently got up than last year's, and several sketch maps were excellently drawn; and the answering in *English Literature* showed a marked improvement, as regards accuracy, sobriety, and judgment.

The writing, spelling, punctuation, and arrangement were usually very good, and often excellent; very few candidates failed to at least attempt the questions; and the puns and sprightly sallies, the wild freaks of wit and fancy, I have often noticed, were this year conspicuous by their absence.

MIDDLE GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of HENRY S. MACRAN, M.A.

The essays from the *Tatler* seemed to have been industriously prepared. Most of the candidates had a thorough acquaintance with the text, though perhaps not always very clear about its meaning.

The answering in Irish History was very good, in English History poor; questions of detail were generally answered correctly, even where those dealing with larger subjects were passed by or poorly handled. The Geography was well done, with the exception of the two questions in the physical branch of the science.

The girls appeared to be at least equal to the boys in the knowledge of their books; but their answers were, for the most part, inferior in general style, being too often verbose, irrelevant, and obscure in expression.

For the benefit of one candidate, who asked a question on the point, I may say that where one is asked to give the substance of, or show one's acquaintance with a certain passage of an author, exact repetition of the text is not necessary.

JUNIOR GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of JOHN D. COLCLOUGH, REV. JAMES DONNELLAN, WILLIAM GRAHAM, M.A., REV. J. EDGAR HENRY, D.D., AND JAMES MACKEN, B.A.

The answering of Junior Grade Students in English (Second Paper) as a whole reached the respectable average of former years; but in the different subjects appears to have been more than usually unequal. Distinctly the poorest work was done in the portion of the paper dealing with Miss Mitford's Essays. The educational value of this book has not been utilized by a number of our Irish teachers. Quite ten per cent. of the students are without any knowledge of it, such as even slovenly teaching would have imparted, and seem to have been left without either stimulus or direction in their exceptionally crude and slack attempts to make up the book. Other 30 per cent. have read the work carefully, and memorized large portions of it; but this mechanically, and without observing the scope, or taking proper hold of the meaning of the passages they freely cite. The remaining 60 per cent. have had more or less careful and intelligent teaching, although they have not all profited by it to the same or to the desirable extent. Even among these the questions are best answered, the answers to which consist of matter that could be memorized; and answers are poor in proportion as they involve the exercise of observation and discrimination. This shows that our teaching needs to aim more than it does at arousing mental activity, and less at the mere grinding in of formulated knowledge.

Question 2, which deals with the grounds of Miss Mitford's partiality for country boys was fairly well answered by a majority of the girls, but by a majority of the boys it was either omitted altogether or badly spoiled, a high mark for it being very rare. As to Question 4 (a.), which asks for an explanation of the allusions, "my luck exceeded hers of the golden slipper," "sent to Coventry," &c., a similar difference is observable, the answering of the girls being fair, whilst that of the boys is rambling and ragged in the extreme. Here and in the answer to Question 5 (a.) (asking for the names of Miss Austen's favourite authors), the effects of unskilled teaching—oral and other—are very much in evidence. An astonishing number of students classed Shakespeare among the novelists; Titian, Watteau, or Sir Joshua Reynolds among the poets; and Don Quixote, Robinson Crusoe, or Falstaff among the authors; whilst an absolute majority, both of girls and boys, spelled the poet Cowper's name "Cooper." To question 5 (b.) ("your good cricketer is commonly the most industrious man in the parish," why?), the typical answer with more than half the boys and nearly half the girls was, "because he owns six pigs, two donkeys, and no end of ducks, geese, and other animals;" or, "because a blacksmith's muscles are hard, and he is a tremendous batter." The teaching in connection with which such answering is possible requires no other comment.

The answering in History seems to indicate that in this subject teaching is general and fairly efficient. Many students who make a poor show in Mitford do quite creditably here. The answers to question 8 (as to the claims to the throne of the Houses of York and Lancaster respectively, as based on descent) were the worst in this part of the paper, the girls however acquitting themselves distinctly better than the boys. Attempts to state the chief provisions of Poyning's Law under question 6, whilst displaying almost universal acquaintance with the account of them in the text-books, showed that the answer had been committed to an unintelligent memory.

In Geography the answering was on the whole a little inferior to that in History. Under question 11 (a.) the students displayed a very general knowledge of the rivers flowing into the Irish Sea, but under 11 (b.) almost universal ignorance of the population of any one of the five most populous cities of Great Britain. The figures given for London varied from 5,000 to 500,000,000, and those for other cities in proportion; whilst many students who had the courage of their ignorance gave no figures at all. The attempt under question 13 to contrast the Atlantic Ocean with the Pacific in respect of area and islands revealed an astonishing amount of ignorance on the subject. Not one per cent. of the answers gained full marks, and the overwhelming majority of the students had only the vaguest idea as to either of the matters referred to.

PREPARATORY GRADE.—SECOND PAPER.—BOYS AND GIRLS.

Report of REV. DANIEL COGHLIN, D.D., and EILEEN KINSTON, B.A.

The answering of the Boys, of the Preparatory Grade, in the Second English Paper, was what might have been antecedently expected; due regard being paid, on the one hand, to the tender years of the boys, and on the other, to the stimulus given to and the better provision made for teaching, in recent years.

As the memory is more perfect in youth than the understanding, the answering was better where the memory mainly served to answer the question, than where the exercise of the understanding was more necessary.

Thus, in the *Essays From Our Village*, questions dealing with topics that are treated by the authoress in a few lines, were well answered, many scoring full marks; but the questions that required more judgment and more power of discriminating between the real description of a person or event, and what leads up to it or follows it, were not so well answered. Comparatively few succeeded in giving, fully, a personal description of Mrs. Bond, or a full description of the Cricket Match; though there was a great deal about Mrs. Bond's titled cart, her pitcher of buttermilk for May and her cherries for Lizzy; and a good deal of matter extraneous to the actual Cricket Match.

The explanation of the words, *commons*, *anomalous*, *undulating*, and *picturesque*, was the weakest part of the answering.

In History, such questions as "Name two important battles in such or such a reign," "Who were the English sovereigns at such and such dates," &c., were well answered; but the question, "Relate briefly the career of Thomas Wentworth, Earl of Strafford," was rarely answered fully, some dealing with it as English history, and many as Irish history only.

The questions in Geography were very well answered.

COMMERCIAL ENGLISH.

SENIOR, MIDDLE AND JUNIOR GRADE.—BOYS AND GIRLS.

Report of G. F. BASTABLE, LL.D.

BOYS.—JUNIOR GRADE.

The answering here showed some improvement as compared with other years, especially in Geography. More than half of the candidates had made some attempt to study *Commercial Geography and History*, and were not content with the fragments that could be picked up from the ordinary course.

The "Copying MS." was not at all satisfactory. The few test points in the portion given were missed by all but a small minority. That a "receipt" should be sent in return for a "chequo" seemed to be unknown to most of the candidates. They thought it more fitting to send a "reply," a "report," a "reproof," a "reprisal," or even a "reprise."

The handwriting was, however, on the whole good.

The over-age boys were decidedly bad in all parts of the work.

MIDDLE GRADE.

The answering was much better than in former years, and showed a very decided advance on that of the Junior Grade.

Both Geography and History were carefully made up, and the "Copying MS.," though much more difficult, was tolerably good.

SENIOR GRADE.

In this case the comparatively small number of candidates makes it unsafe to generalise too much; but speaking broadly, the level of previous years was maintained. There did not seem to be any very marked improvement, such as I have noticed in the Middle Grade.

It should be said that the very bad failures found in a section of the Junior Grade were absent here.

In both Middle and Senior Grades the few "over-age" candidates were quite up to the standard of the ordinary ones.

GIRLS.—JUNIOR GRADE.

The number of candidates was nearly the same as that of the "over-

age" boys, and the answering almost as bad. In both Geography and History there was evident lack of training; indeed many of the answers were the wildest "guess-work."

The handwriting in the "Copying MS." was good in comparison with that of the boys, but the same lack of intelligence in treating abbreviations was manifest.

MIDDLE AND SENIOR GRADES.

I could not notice any difference between the girls' and boys' answering in these grades.

The remarks previously made will apply here without any qualification.

In conclusion, two very general defects may be noticed, viz. :—(1) absence of any precise idea as to relative quantities. Thus the "computed value" of British exports in 1800 was variously given at figures ranging from £100,000 to £749,000,000! (2.) Extreme confusion as to the different historical periods. A good many Junior Grade candidates imagined that the 17th century extended from 1700 to 1799 instead of from 1601 to 1700. Careful teaching, with the use of diagrams and tables, would remove these blots.

PRÉCIS.

SENIOR AND MIDDLE GRADES.—BOYS AND GIRLS.

Report of R. DONOVAN, B.A.

The results of the examination in Précis Writing were not satisfactory. Many candidates, it was evident, were entirely unprepared in this subject, and entered merely on the chance of scoring some marks in the competition for prizes. These were entirely ignorant of what Précis Writing means, and if the definition in the programme were altered to read in an exactly opposite sense regarding order, conciseness, and precision, the papers would have met the requirements. Where the subject had been properly studied, however, excellent work was done, especially by the Middle Grade candidates.

It is to be regretted that more attention is not given to the subject by the commercial classes in the school. For the blemishes of the papers written by the unsuccessful candidates indicate the defects for which the exercise offers a corrective. Mistakes in the reading of documents, misapprehension of their meaning and special significance, and of their relative importance, inconsistent narratives, through failure to connect separate but related facts and place them in their proper sequence, marked the paper of the candidates whose training was deficient, or who were altogether unprepared. These are signs of intellectual defects that must militate against the acquisition of accurate knowledge in general studies. If Précis Writing affords a corrective, as is evident from a comparison of the successful with unsuccessful papers, it deserves more attention. The excellence of those candidates who had received a real training in the exercise proves that it only needs such attention to make the examination thoroughly creditable to the schools.

FRENCH. ;

SENIOR GRADE.—BOYS.

Report of ELPHEGE JANAU.

The work produced by the candidates in this grade is very satisfactory on the whole. The questions in grammar show, however, that in many cases the pupils have very confused ideas about the rules on the past participles and the use of the subjunctive. In several cases the sentence was given correctly, but the reason given was exactly the reverse of what it ought to have been. The answers on the form of the definite article before some selected words were often weak. The candidates had to show in their own way the pronunciation of certain words. Naturally the methods varied considerably. Some candidates had recourse to English words; others tried phonetics; while some brought in their knowledge of Italian; but, in one way or another, they generally succeeded in showing what they meant. In a good many cases the pronunciation given was wrong, and I cannot help thinking that it was often due to wrong teaching, as, for instance (a) *aiguille*, the "ai" as the English word "eye;" (b) *tranquille*, the "ll" like a "y." Very few knew how to pronounce *aiguille* or *le vent est à l'est*, especially the "est à" part of the sentence.

The Composition was on the whole good, and in a few cases remarkably so.

The set books had in all but a few cases been well prepared, and the unseen was done very creditably.

SENIOR GRADE.—GIRLS.

Report of ELPHEGE JANAU.

The remarks made concerning the boys' papers apply equally to those of the girls.

I may, however, add that, although the percentage of honours is not so high as for the boys, there were no failures among the girls, and that, as a rule, their papers were neater, and the handwriting better.

MIDDLE GRADE.—BOYS AND GIRLS.

Report of PAUL E. BARBIER.

The answers sent in on question 1, as well as the omission of accents and wrong use of them indicate that too little attention is given to the main point in the teaching of a living language—pronunciation; to the training of the auditory and vocal channels to seize and reproduce accurately the sounds of a foreign idiom.

The part of the question 2 on the subjunctive mood was poorly answered; the verbs were very satisfactory; many candidates, however, wrote the Past Anterior tense for the Pluperfect.

The order of the oblique pronouns was very good. Very few candidates understood how to illustrate the important question 5 on the various ways of translating "more than," "less than;" this point brings out the fact that French accidence needs much strengthening.

The composition work was, specially the colloquial sentences, good. However, a great part of it was of a very poor and indifferent quality. The use of the imperfect tense indicative, after "*si*" *suppositif*, was rendered by the imperfect subjunctive. Judged by this section of the papers, than which for examination purpose no better written test could be devised, the work sent in is good.

The translation of "*Sonvestre*" was very well done. That of "*Delavigne*" was unsatisfactory. Candidates failed to render the interrogative form "*que ne*," and hence the whole extract suffered. Coupling this extract with the references and questions bearing on the peculiar phrases met with in the text books to test the thoroughness of teaching and familiarity of the candidates with the texts, I think that insufficient attention is paid to an intelligent and accurate understanding of the authors. The passage A for translation at sight was generally very satisfactory, but that of B proved to be too difficult. The meaning of the vocabulary of all the passages and extracts was excellent.

Only one or two candidates answered the question on scanning French verses. Here again, as in the question I, I cannot lay too much stress on the importance of acquiring a distinct syllabic division of words in view of mastering a clear utterance of French sounds and sentences. Inasmuch as this part of the work need not take more than half-a-dozen lessons, and seeing how it is conducive to clearness in accentuating French syllables, I thoroughly advise teachers not to neglect it. Many candidates write so badly as to make it impossible to do full justice.

JUNIOR GRADE.—BOYS.

Report of A. BARRÈRE, E. CADIC, and L. GUILGAULT.

Among Grammar questions, that on the subjunctive of verbs was dealt with in a very creditable manner, but the majority of candidates failed to give the French equivalent of "*whose*" (1) as a relative pronoun; (2) as an interrogative pronoun. (Question 3.)

Generally speaking the Composition showed a lamentable lack of grounding in the most elementary constructions, a total ignorance of the rules on the place of conjunctive personal pronouns used as objects, for instance. It must be added, however, that several answer papers were almost perfect, and deserved high praise. The colloquial phrases given in connection with the composition were rendered in a good many cases with fairly satisfactory results.

The extracts from the prescribed works were translated correctly into English by most of the candidates, but with few attempts at elegance of expression. The same remark applies to the *second* extract of unseen French (No. 9), the *first* having been frequently treated in ludicrous fashion. The supposed meanings of words, in this instance, were often written down as they came, with no endeavour to make sense of the whole.

Attention must be called specially to the bad English spelling, which is far too prevalent, and which we believe to be due more to carelessness than to ignorance.

JUNIOR GRADE.—GIRLS.

Report of F. J. AMOURS and V. OGER.

The Junior Girls may be said to have done the French paper well on the whole. The set books were carefully prepared, and the moderate difficulties of the unseen passages were creditably overcome. The grammatical questions were found easy, except the imperative negative of *s'asseoir*, which few candidates conjugated correctly, and the different renderings of *whom*, for which hardly any gained full marks. Marks were also lost in many cases because the candidates did not take the trouble to follow any kind of order in setting down the French equivalents to the ten invariable words, leaving it to the examiners to discover which were meant to be translated and which to be left out. The same want of attention to details and regulations was observable also in the passage to be written in parallel columns.

PREPARATORY GRADE.—BOYS.

Report of LYDIE DECOUDUN and EDMOND J. McWHEENEY, M.A.

The following points struck us as noticeable :—

1. The absence of colloquial, in other words, the want of a practical knowledge of the French language on the part of a large number of the candidates. This is shown by the difficulty experienced by them in rendering into French such every day phrases as "I am sorry for it;" "if you are tired, rest yourself," &c., occurring in Question 2.
2. Effective teaching of the mechanical or theoretical part of the language as evidenced by the very general accuracy—in part at least—of the replies to the questions on verbs, possessive pronouns, and, especially, on numerals.
3. Distinct improvement in the answering on the pronunciation question. The candidates who strike out letters here and there at random are much fewer in number than last year. A considerable number would, however, seem to be still under the impression that the proper course to adopt is to strike out the one or two terminal letters of each and every French word.
4. As usual the composition is well done by a small minority only of candidates. The attention of teachers cannot be too strongly directed to the importance of commencing early with the daily cultivation of this most useful of all exercises in a foreign language. However, we find that some of the boys in this grade seem to have had the benefit of particularly good teachers, who did not merely oblige their pupils to learn by heart, but took special care about the proper sense of the sentences and the pronunciation.

We were able to verify this point particularly by the Composition and the spelling of stray words which show, beyond a doubt, that the candidates have heard the words pronounced rightly, though their spelling is incorrect.

PREPARATORY GRADE.—GIRLS.

Report of VICTOR OGER.

A very fair number of the Preparatory Girls' Papers were altogether good and the great majority very satisfactory, so that the percentage of failures was small. The Grammar questions were, as a rule, fairly answered, whereas the "sentences" to be translated into French, or from French into English were seldom sound and accurate; the "translation at sight" also generally betrayed a want of attention rather than ignorance of the meaning of the words. On the other hand, the continuous passages from the prepared books were generally fairly accurate, in some cases decidedly well rendered, and the English mis-spellings were comparatively few and unimportant. A noticeable point, i.e., the answers to the question testing the pupils' knowledge of the laws of French pronunciation and accentuation, which were in most cases satisfactory, showed that laudable efforts have been made from the earliest stage, in order to ensure "practical" results and not mere "book knowledge." Taking the results as a whole, I found abundant evidence of careful training, full of promise for the future.

COMMERCIAL FRENCH.

ALL GRADES.—BOYS AND GIRLS.

Report of ELPHÈGE JANAU.

I have again examined the Commercial Papers in French in all the three grades. On the whole the results are very satisfactory indeed. There is a very sensible increase in the proportion of passes and honours as compared with last year in the two higher grades. The exception in the Junior Grade is probably due to the very large increase in the number presented.

In the *Senior Grade* both boys and girls have done very well. But I must repeat what I said a year ago about the handwriting, which in many cases is still very bad, and would certainly prevent those candidates from obtaining employment in business houses.

If the candidates for this grade are the same as took the Middle Grade paper a year ago, they and their teachers must be congratulated on the great progress made.

Middle Grade.—The third paragraph of the translation was in many cases turned into nonsense through the candidates not trying to get the general meaning of the French, and being led astray by their ignorance of the words "prime" and "concurrence." The short sentences, the words and the letter to be translated into French show good work, but I would advise that still greater care be paid to this part of the subject.

Junior Grade.—The number of candidates presented was much larger this year. The girls have done about as well as a year ago, but the boys not quite so well. Greater attention should be paid to neatness, handwriting, and spelling. It was pleasing to see how the candidates struggled with the piece of English they had to turn into French, and how they tried to bring their intelligence and their knowledge of other words to bear on the particular difficulty they had to overcome. Even when the result is not good, it shows they are acquiring good habits and have power which in time will certainly lead to success.

GERMAN.

Report of ALBERT M. SEISS, LL.D.

ALL GRADES.—BOYS.

This year's examination in German has led to good results in the case of the two higher grades, Senior and Middle, and to fair results in the two lower degrees, Junior and Preparatory. The boys take the lead in the Senior and Junior grades, the girls are best in the Middle and Preparatory; the failures are numerous in the two lower grades, while there are scarcely any failures in the two higher.

Failure in German arises always from the same cause, viz.—insufficient answering in Grammar and Composition. The versions from German into English are generally good enough. Passages from the text-books are neatly translated without any serious mistake. This shows that text-books laid down in the programme are carefully read; probably there was no candidate who had not read part of them, and, in short, this part of the work gives no ground for complaint if only the other portion, viz.—the grammatical knowledge of German and the attempts at Composition, were not so lamentably deficient in a great many cases, as they certainly are.

The deficiency is worst in the two lower grades, where the German irregular verbs, the gender and plural of ordinary nouns, the use of prepositions with the case required after them, and the case-endings of adjectives, are in too many cases imperfectly mastered by candidates. I will give a few proofs. The present and the perfect of *wissen* (to know), and *lassen* (to let), and the participles past *gelitten*, *genommen*, and the mood and meaning of *ich stirbt* (you would die), completely puzzled far too many of the younger candidates. They also confounded the preposition *an* (at) with the preposition *auf* (upon, on the surface of), and did not see that *auf dem Liffey* to a German can only mean *on the surface of the Liffey-water*. Dublin could not be situated there, because, if so, it would long have gone to the bottom. Some fifty or more candidates mistook *Fischer* (fishermen, or fishers) for the plural of *Fisch* (fish); and as the fishermen, in the German text, lived on a rocky island, and were *unverheiratet* (unmarried), the love of consistency in error misled the same candidates to place their fish in "pools," and other not domestic or family relations, to which the piscatory tribe may be subject. Few could tell the present indicative, and the perfect of *vergeben* (to profess), and nearly all confounded *ich genoss* (I enjoyed) with *ich genes* (recovered).

The Senior candidates showed a higher degree of grammatical accuracy, as well as greater intelligence in general. Their happy and often beautiful translations of the verses of Goethe and Schiller showed that they had not only read, but also seemed to appreciate, the poetry of these two authors. Yet I wondered that so few could understand why Schiller said of Spain that her greatest misfortune was the absence of "*Feldbau*" (agriculture); because it was, says Schiller, "*die Milch der Staaten*." However fine and true this remark may seem to those who understand it, it produced an astounding number of mistranslations in this year's Intermediate answering. However, if the marks awarded to the Senior candidates this year should seem low, it is not in their English versions, but in their German compositions that they must look for the cause.

ALL GRADES.—GIRLS.

The mistakes of girls are, in addition to those made by boys, mainly *syntactic*. Girls often misapprehend or absolutely violate the laws of speech, or the principles of syntax. I will show this by a few instances selected from the answers given by girls in this year's examination in German.

After *geben*, *verbieten*, *lassen*, etc., which can govern a dative as well as an accusative in the same sentence, girls seldom know which is to be the dative, which the accusative. If "somebody gives a woman a shilling," six girls out of ten put *the woman* in the accusative, and *the shilling* in the nominative or accusative. After verbs which can have two nominatives with them, such as *heissen* (to be called), *sein*, *werden*, *bleiben*, *scheinen*, etc., girls almost invariably put one noun in the accusative. When in the English there is a verb, such as cut, had, said, called, read, etc., which may be either perfect indicative or participle past, girls constantly hesitate, and often go wrong in the German verb to be employed as an equivalent. Boys do not make these mistakes so often. I suppose this is owing to their having learnt Latin and Greek, which girls do not learn. Unfortunately German resembles Latin and Greek, in requiring such strict attention to such rules of syntax as these.

Girls are, otherwise, by no means inferior to boys in point of intelligence. They often surpass boys in their command of English, in their painstaking and industry, and in ingenuity. When a girl comes across a passage she cannot make out she generally resorts to random attempts, or guesses. I could adduce a great many proofs of this assertion, which, indeed, is applicable to boys also; but I will only mention one which struck me as peculiarly odd. On the paper for Senior Grade there occurred a question requiring a translation for *Er roch nach Zwiebeln* (he smelt of onions); this was rendered by an otherwise shrewd female candidate, by: "He prints spelling-books." Was it the compositor or the editor? She did not say.

COMMERCIAL GERMAN.

The questions on Commercial German were excellently answered by four boys and three girls in the Senior, and by four girls in the Middle and by all the candidates in the Junior Grade. The boys of the Middle Grade were the only candidates who did not shine. Every paper was done, and every question on every paper was done, without attempts at skipping, blinking, or omitting part of it; and I wish more candidates would come forward and take up this useful department of the Intermediate Course.

ITALIAN.

ALL GRADES.—BOYS.—GIRLS.

Report of LUIGI RICCI.

The examination in Italian of boys and girls of all grades, has revealed the fact that the study of that language was pursued with a

perseverance and a thoroughness that have secured to nearly all its students very satisfactory results. This was evidenced :—

- (a) in the answering of the Grammatical Questions ;
- (b) in the uniformly correct translations into English ;
- (c) in the true interpretation of unseen Italian texts—a feat of no easy performance for a student, unless he has a fairly sufficient knowledge of the subject.

Another cause of satisfaction at the results obtained in Italian has been the extremely small number of failures to pass. To this I would especially draw the attention of teachers and pupils in order that a larger number of the latter might take up this subject of study in the future.

Thus I am justified in the pleasure of congratulating these pupils on a study which will reward their exertions with a lavish hand, by unfolding and bringing before their minds new ideas, expressed in a language perfected by the most illustrious writers of the Renaissance in their interesting and entertaining works.

The only part of the papers, which—though improved—still requires further attention and more careful study, is the Composition or translation into Italian. In the great majority of the papers I have found the Composition of average merit, but only in a few cases it had attained that degree of excellence which it deserves so well.

The importance of Italian as the language of Commerce is very little known and not appreciated at its value. In all the ports of the Eastern half of the Mediterranean Sea and in Egypt merchants and business men speak and write Italian in their commercial transactions. There is no need to point out the advantages that would be derived by English commercial houses using that language when writing to their correspondents in the East. It is only required to make this fact generally known in order to see the number of students who take up commercial Italian greatly increase.

Of the many roads to knowledge, that followed by studying the Italian language and literature is not the least pleasant, as it assuredly is one of the most advantageous.

SPANISH.

ALL GRADES.

Report of Rev. THOMAS WHEELER.

It is a matter of regret that the number of candidates who present themselves for examination in Spanish is so limited. However, most of those who were examined showed by their papers that they had systematically studied the rules of grammar, and prepared the prescribed authors with no small care. A knowledge of the accidence and rules of syntax sufficient for the intelligent construing of an ordinary Spanish author can be acquired by the study of Sauer's Grammar, which seemingly is the book used both by boys and girls. Those who are already somewhat familiar with the rudiments of Latin and French will find this grammar interesting rather than difficult, and by its aid the opening study of a new language will lose half its terrors. This is said by way of encouragement to those who are either about to begin, or who have already begun with such promise, the study of Spanish. As they proceed further they will more easily perceive the striking similarity both in form and construction, which exists between Spanish and Latin ; and this study must conduce to the more thorough knowledge of each language.

CELTIC.

ALL GRADES.—BOYS AND GIRLS.

Report of DOUGLAS HYDE, LL.D.

There was a falling off in the number of students of Irish in the Preparatory Grade this year. This is to be regretted, but can probably be accounted for by the recent lowering of the marks for Celtic, which now causes it to score equal with Italian (which I have been informed some teachers this year substituted for it) and far below French and German, each of which competent linguists have declared to be an easier language to learn than Irish to those who do not naturally speak any of these languages. This cause, affecting the number of the Preparatory students who take up Celtic, will probably continue to operate, unless teachers and students take to heart the fact that the language of their native country is sure to be of infinitely more importance and value to them in after-life than any other can be—unless they purpose to live out of Ireland.

It is necessary to impress the fact upon this generation that the Irish language was that spoken by the fathers, grandfathers, or certainly great grandfathers, of the vast majority of the present Intermediate students, that most of their own names are Irish, and only capable of explanation through that language, that the names of their native parishes and townlands are Irish, and that it is to the influence of the Irish language spoken by their ancestors that their own laryngeal peculiarities and often their very facial characteristics are due, and that it is the key which in their daily life will unlock for them unnumbered secrets so long as they remain in Ireland. As the majority of students do remain in Ireland, it is certain that they will be laying up for themselves a greater store of interest in life, and of pleasure in the future, by learning a language which will explain to them their own surroundings and traditions, and enable them to understand the genius of their own people, than by learning a foreign language which, having no concern with their daily surroundings, is too often neglected and forgotten.

It is, however, satisfactory to note that, despite the regrettable falling off in the number of Preparatory students of Irish, there has been a sudden and distinct improvement in the calibre of the students presenting themselves, which was as unexpected as it was gratifying. I do not think it too much to say that the average of the Preparatory students of Irish this year knew as much about their native language as did the junior class last year, and I feel sure that they will turn out some excellent and capable Irish scholars. The marked improvement which took place, especially in the Preparatory Grade, but to some extent in the other grades also, may be in part ascribed to the reawakening of interest in Irish studies, as testified by the various literary celebrations held in Dublin, at Gortan, and elsewhere, during the past year, as well as to the establishment of a weekly newspaper in Irish, but it is probably also owing in great part to the presence on the course of Father O'Growney's scientific and sensible "Lessons," which lead the learner on by degrees, teach him the idioms and pronunciation of the living language, and above all instruct him in the composition of simple and ordinary sentences—the thing in which the class of last year was particularly weak.

JUNIOR GRADE.

There was an increase of proficiency observable in the Junior Grade also, though not in so striking a degree as in the Preparatory Grade. It is noticeable that not a single one of the students even attempted to take up Keating's difficult "Three Shafts of Death," all without exception preferring the less formidable alternative book. Despite my animadversion of last year, too large a number of this class retained the extraordinary method of writing the Irish *a* which they indulged in last year, that is, forming it like a small *n* with a stroke beneath it. Where or how they could have picked up such an extraordinary self-invented script is a marvel, and I would impress upon any who may present themselves in the Middle Grade next year the desirability of writing an ordinary Italian *a* if they find any difficulty about the more angular Irish form.

It was curious to observe what strangers all the students appeared to be to the native forms of their own topography. Thus, the place-name "Baile-an-tohair" (the "town of the well," usually anglicized Ballintubber), which occurred in the unseen passage in both this grade and the Preparatory one, proved a great puzzle, and it was instructive to observe how the students treated it. Welsh or Scotch-Gaelic students, following the rational method of rendering their own topographical orthography, would have reproduced the word as they found it. The Irish students, however, are smitten with the certainly erroneous idea that everything must be anglicized, and in the same spirit which made many of them this year translate "Corunna" as "Charles," they nearly all made some sort of shot at translating it, as Welltown, Wellstown, Watertown, Waterton, Waterford, Waterville, Wellington, Riverstown, &c., and less intelligibly Roadtown, Worktown, &c., or else they substituted any kind of name which appeared to bear some faint resemblance to the Irish one, as Ballinderry, Ballina, Ballinrobe, Tubbercurry, Ballynatubber, Tipperary, Ballinamore, and so on. In other cases they took it to be the Irish name for some place better known, and I found it translated Galway, Bantry, Kerry, Clare, Cork, and even Dublin, as if the translators had not known that all these were Irish words themselves. It is a curious fact that in the Preparatory Grade alone I received over seventy different renderings of this name. In fact the treatment of the students reminded one of the National Survey Department at its worst, and was an instructive comment on the amazing lack of intelligence which has been displayed from the first in the treatment of Irish topographical nomenclature.

MIDDLE GRADE.

The Middle Grade did badly in composition, but much better in grammar. Their answering was, as a rule, distinguished by a great lack of accuracy and an apparent desire to indulge in fine writing, which they should understand does not favourably impress an examiner. Thus almost every student in the Middle Grade, when translating the line "she laid her hand upon my weak forehead," felt instinctively that such a sentence sounded badly in English. They might have softened down the crudeness of the line legitimately by changing "weak" into "feeble," but this did not occur to them, and nearly every one translated "my cold damp forehead," though they knew quite well that the Irish word *lag* meant neither cold nor damp but only "weak." In the same way few of them could let the words "in the old times" be,

without adding some extraneous embellishment, as, "in the old times long ago," "in the good old times" "in the days gone by." The words "a cave out of which proceeded a wind," gave them the opportunity for such picturesque writing as "a cavern out of which a cold wind came rushing." The "birds of the air" were by one student made "the feathery tribe," and by another more poetically but less reasonably, "the wanderers of the sky." This desire to soften down the crudeness of an over literal translation is an excellent thing in itself, but it should be kept within bounds, for when too much indulged in, it gives the examiner an idea that the student is guessing.

The desire to anglicize was as apparent in this class as in the others, and it was curious to find Lugh, the great god of the Celtic Pantheon, familiarly designated Lewis, and Diarmuid masquerading in a Semitic dress in the sentence "this cold weather is not good for you, Jeremiah!"

Is it the fault of students to say, as they nearly all do, "translated into Celtic" when they mean "translated into Irish"? When they translate into German they do not say "translated into Teutonic." Celtic is a generic word and embraces five living languages, and the one on which Irish students are engaged is Irish, and not Welsh, Armoric, Scotch-Gaelic, or Manx. It is time that this use of the generic for the specific should be discountenanced.

SENIOR GRADE.

The few students who continued their Irish in the Senior Grade acquitted themselves fairly. Few, however, appear to have studied "Joyce's Names of Places," and the unseen passage from "Toirdhealbhaich Mac Stairn" most of them found more difficult than might have been expected.

Only a few girls took up Celtic this year. They all did creditably, but their answering calls for no special remark.

DOMESTIC ECONOMY.

SENIOR GRADE.

Report of MARY DALY.

On the whole, I was disappointed to find the general standard of answering in Senior Grade Domestic Economy so low.

Some pupils evidently think preparation of any kind in this subject quite unnecessary, others have a smattering of confused ideas, and a few have really studied with intelligence. Generally speaking, there is a marked deficiency in knowledge of a practical nature even when the theoretical part of the work is well known.

I think teachers, as a rule, rely on home training, to supplement in practice what is taught in school. This is a mistake, for theory and practice ought to be combined if the subject is to be really taught.

Practical Cookery lessons.—Demonstrations in every day household work do much to render Domestic Economy lessons interesting and effective, and do away with many of the absurd notions children acquire when their instruction is confined to mere book knowledge.

Systematic training in the method of answering examination papers is evidently lost sight of, despite its many advantages. Often the real merit of a candidate's answers is clouded by hazy forms of expression: sometimes the questions are inaccurately read, and far too frequently the spelling and writing are extremely bad.

MIDDLE GRADE.

Report of M. J. BARRINGTON WARD, M.A.

The papers worked in the Middle Grade (Domestic Economy) are generally satisfactory. The merit of the answering is very often admirable, the number of candidates who qualify (by aggregate marks) for honours being considerable, and the "failures" few. The great majority of the papers are neatly and legibly written, though the examiners are occasionally troubled by an odious style of backhand scrawling, which a few girls, for some inscrutable reason, still affect. As regards information on the practical application of Domestic Economy, a very favourable report can be given, for the questions dealing with household matters are usually very accurately (but almost too fully) answered. It is, however, noteworthy that, in the case of recipes, vagueness as to exact quantities is discernible, even where the details of processes are expressed clearly in the student's own words. This weakness arises, doubtless, from a lack of experience, which may perhaps be removed before the Senior Grade is reached. With respect to definite scientific information, a less pleasing report must be written. Elementary physiology and (especially) the rudiments of the chemistry of food are not yet thoroughly understood by many girls, even when they gain high marks for the practical part of their course. Some of the answers, indeed, display startling ignorance of simple scientific facts which the text-books make clear enough. Perhaps the better teachers, while continuing to encourage practical work, will henceforth try to make their pupils understand scientific facts more clearly. To this end they should illustrate their lessons, as much as possible, by specimens, sketches, and actual experiments, and not trust alone to bookwork.

JUNIOR GRADE.

Joint-Report of M. J. BARRINGTON WARD, M.A., and MARY DALY.

The papers vary greatly in merit. A considerable number of the candidates answered remarkably well, showing both intelligence and accuracy, but in many cases the work has not been properly prepared. Indeed, it is obvious that some of the candidates have not even read the prescribed little text-books, while others have not been trained in writing out answers to printed questions. Careless penmanship and bad spelling are far too frequent. A very limited amount of practical acquaintance with details of household work is all that can fairly be expected of young inexperienced girls, but they might surely learn, without much trouble, the first principles of culinary processes, the nature of domestic apparatus, and the simplest details of general house management. We conclude that in some schools Domestic Economy is very well taught, while in others the teachers themselves have not an adequate personal knowledge of the subject, or have not attached sufficient importance to its practical application.

PLANE TRIGONOMETRY.

SENIOR GRADE.—BOYS AND GIRLS.

Report of ARTHUR A. RAMBAUT, M.A., SCLD.

On the whole the answering of the boys in this subject was very good, giving evidence of careful training in the transformation of trigonometrical formulas, and a fair acquaintance with the trigonometrical functions of angles, such as 60° , 75° , 45° , etc., which are usually to be found in the text-books.

The large number of failures in the second question, however, revealed a defect in the teaching of the most elementary part of the subject, many of the candidates being apparently quite unacquainted with the convention of signs or the reasoning on which it is based. The eighth question also caused much difficulty for the same reason.

The ninth being practically a book question was very well answered, but the tenth and eleventh questions, especially the latter, were successfully grappled with by few, except the very best.

In these, too many candidates, who ought to have done better, lost marks by a careless reading of the questions; some, who showed by their other work that they could well have done so, having wholly omitted to find the relations connecting the sides of the triangle or of the trapezoid.

The answering of the girls was not very brilliant on the whole. Few had more than a slight acquaintance with the subject, and all were too careless in their demonstrations.

ALGEBRA AND ARITHMETIC.

SENIOR GRADE.—BOYS AND GIRLS.

Report of JAMES J. GIBNEY, M.A.

In the Senior Grade the answering of the boys of the prescribed age was rather above the average. Indeed a few sent up work of exceptional merit, one boy actually obtaining full marks, and three others obtaining over 95 per cent.

Many boys do not seem to use their common sense to test the approximate accuracy of the answers that they arrive at. Thus, in question 1 as the result of adding three proper fractions, a fair number got answers that exceeded 3. Again, in question 3 many gave £4,672 as the amount of the bill, many others £56,064, whilst one actually gave the amount to be £1,401,600. The first two numbers have indeed a good deal to do with the solution, being the number of shillings and pence respectively in the amount of the bill. Still, in my opinion, considering the age of those examined, there is only one mark that suitably reflects the merit of such answers.

In question 4 a great want of knowledge of factors was shown, and, although many boys arrived at the correct result, they usually did so by laborious multiplications and divisions, the rough work of which occupied a couple of pages.

In question 12 very few showed the exact correspondence of the values of the unknowns.

A few of the over-age boys sent up fairly good papers, but the answering of the majority was decidedly bad. Of the forty-five examined twelve did not obtain a single mark. It is hard to see what purpose can be served by such boys submitting themselves for examination in these subjects in the Senior Grade, as judging from their slight acquaintance with the methods of Algebra, and the vigour of their own methods for the removal of any difficulties that arise in their work, it is extremely problematical whether they could obtain a pass on the Junior Grade paper or not.

The answering of the girls was not up to the standard of last year. Their papers as a general rule were neat, and in this respect the papers of the boys compared very unfavourably.

EUCLID.

SENIOR GRADE.—BOYS.

Report of J. P. JOHNSTON, M.A.

The propositions, with the exception of two, were on the whole fairly done by nearly all the candidates. Though the general impression conveyed by reading the papers was that the candidates were capable of doing better, and would have done so, had more attention been paid to the methods of writing a proof clearly and concisely. The two propositions which were not well done, were the 20th and 33rd of the Sixth Book. In the case of proposition 20, apart from absolutely erroneous proofs, important portions of the proof were often omitted. It was also common to find the ratio of the squares of the sides written for their duplicate ratio. Though this may have been done for convenience of writing, it indicated that the students who did so had not clearly in their minds, that the equivalence of the two statements was a particular case of the proposition they were proving. Some, instead of proving the special case asked for, that of similar quadrilaterals, proved the propositions for pentagons, the case usually given in the text-books, and what was worse, a few called the pentagons, quadrilaterals. In the portion of proposition 33 which was set, the part of the proof which depends upon the equality of the circles was often not given as it should have been; and it was frequently a matter of considerable doubt, whether the student understood it or not. Again in very many instances there was no indication that the definition of equal ratios required that any equimultiple whatsoever should be taken.

The deductions were done correctly in a very large number of instances, and the work showed that the students had been taught a considerable amount of Geometry, and had practice in the solving of problems. The only one to which it is necessary to call special attention is the problem to construct a triangle being given its pedal triangle. Many who gave a correct construction failed to prove it, and even where it was done correctly, it was not as a rule done in the best manner possible. The number of solutions of the problem was asked for, and was only given correctly by two or three of the candidates. In another problem in which the candidates were asked to investigate the number of solutions, the investigation was only fully done in a single instance.

The propositions were done satisfactorily by the over-age candidates.

SENIOR GRADE.—GIRLS.

Report of P. A. E. DOWLING, B.A.

I have examined 65 students in this subject, and found the answering very satisfactory.

The propositions were very fully and clearly proved, and the exercises, even when not rigidly demonstrated, were intelligently attempted. A few of the papers were particularly good, especially one to which was allotted over 90 per cent. of the total marks.

MIDDLE GRADE.—BOYS.

Report of Rev. W. R. WESTROFF ROBERTS, M.A.

Having examined 768 papers in Middle Grade Euclid, I beg to state that the answering of the propositions was extremely good, and showed careful training and preparation, while the attention paid to the definitions was, for such otherwise excellent answering, very small indeed.

A small proportion of the candidates failed to define accurately the term "third proportional," a greater number could not define a tangent to a circle, while of the many candidates who attempted to define similar rectilineal figures, fully one-half were hopelessly wrong.

The answering in the exercises was very good, numbers 9, 10, 11 being accurately solved in many instances, though only the very best of the candidates solved the last question.

A small proportion of candidates gave great trouble by numbering wrongly their answers, and also by setting down the definitions in one part of their answer books and the solutions in other portions. The spelling in some cases was very bad, and in about a dozen instances the figures were not intelligible.

MIDDLE GRADE.—GIRLS.

Report of Rev. P. A. O'DOHERTY.

The answering in this Grade was very satisfactory. The difficulties in the propositions taken from the Sixth Book were thoroughly understood and mastered by most of the candidates. The attempts at the deducibles, especially the first three, were fair, and in some cases even excellent.

Very few gave the definition of a "tangent to a circle" correctly. In defining "when two rectilineal figures are said to be similar" it was very remarkable how many candidates used the words "reciprocally proportional" instead of "proportional." Answer-book after answer-book showed this error. There is room for great improvement in the use of abbreviations and algebraic symbols.

JUNIOR GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of P. A. E. DOWLING, B.A., THOMAS W. INWOOD, B.A., and
J. P. JOHNSTON, M.A.

In some respects the answering of this Grade was far from satisfactory. The solutions of Question 3, which was to construct a rectangle equal to a given quadrilateral, showed that a considerable number of the candidates, though they knew most of the details of the proof of Proposition 45, I., did not understand its full import, and many, apparently, did not even know the meaning of the term "rectangle." Frequently Proposition 14, II., was done instead of it, a serious mistake, and one which indicates that the connection between these two propositions was not clearly understood. Of the propositions in Book II. which were set, Proposition 4 was generally done correctly, though often in a rather clumsy fashion, but many failed to do Proposition 13. In this proposition it was quite common to find the premises correct and the conclusion wrong, or the required conclusion drawn from premises from which it did not follow. There were also instances where, even though there was no actual mistake, it was evident from the character of the work that memory had been unduly trusted to. In Book III. bad mistakes were common concerning the equality of triangles in the portion of Proposition 3 which was set. Instead of Proposition 26, which was asked for, Proposition 27 was often proved, or it was assumed, and Proposition 26 deduced from it; and frequently the proof, when otherwise correct, was deficient through the dependence on Proposition 24 not being clearly exhibited. Proposition 37 was nearly always proved correctly and concisely.

We desire to call attention to the misuse of algebraic symbols. The sign for plus was frequently used where the word "and" should have been written, and some of the candidates employed the sign of equality as a symbol for the word "equal," no matter where or how the word occurred. The sign of equality followed by the word "ateral" cannot be regarded as an intelligible abbreviation of "equilateral." Such misuses of algebraic symbols are very objectionable, and they render a student's work liable to be misunderstood, especially if it is obscure from any other cause.

The two easiest of the deductions were seldom proved correctly, while one, of more difficulty, was done, not merely correctly, but well, by a fair number.

JUNIOR GRADE.—BOYS—OVER-AGE.

Report of Rev. P. A. O'DONNERTY.

The answering in this Grade was fairly satisfactory. Candidates showed generally that they understood the propositions well, but the attempts at the deducibles were not encouraging. In answering the first question very many candidates showed that they did not understand the Fourth Proposition of the First Book. It was frequently asserted that two triangles were in every respect equal in which two sides and an angle of the one are equal to two sides and an angle of the other, without insisting that the equal angles were the contained

angles. The faculty of attention does not seem to be highly developed in Junior boys, for a very large number failed to notice the definition of a "parallelogram" which was required in the second question, and the necessity of having a right angle in the parallelogram required in the third question, while the statement in the fifth question was scarcely ever attended to. In making statements and giving definitions there was great want of accuracy. The definition of a parallelogram was scarcely ever correct: nearly all the candidates gave definitions that were redundant. In drawing conclusions much more was asserted than was required for the point in question. The importance of Geometry in training the mental faculty not only to reason logically, but also to make their statements with accuracy and precision, should not be overlooked by the students of this Grade.

JUNIOR GRADE.—GIRLS.

Report of Rev. P. A. O'DONERTY.

The propositions were fairly well answered in this Grade. Errors were shown chiefly in the first and seventh questions, and the Fourth Proposition of the First Book was very often misunderstood. There was a small number of candidates who either made no attempt at all in answering, or were wrong in all the questions attempted. On the other hand, it was very satisfactory to see the number of deducibles that were correctly solved.

At an examination where all intelligible abbreviations are allowed, it was distressing to see how much valuable time must have been lost in giving lengthened proofs. Excessive care was taken to prove what any person would regard as sufficiently clear without proof. The training by which pupils would arrive at their solutions with the least expenditure of time and energy, besides being scientific, would be found invaluable at examinations.

PREPARATORY GRADE.—BOYS.

Report of Rev. M. BARRETT, ALEXANDER LARMOR, M.A., and
Rev. W. R. WESTROFF ROBERTS, M.A.

The answering of the candidates in this Grade was, on the whole, very satisfactory, as very few failed and a large percentage obtained honors. The exercises were, as a rule, attempted only by the best of the candidates.

While many of the candidates sent up papers which were all that could be desired in point of style, we desire to draw attention to the fact that, in the majority of cases, there is much room for improvement in this very important matter. The answers were frequently unnumbered or incorrectly numbered, very carelessly written, and the figures drawn and lettered in a very slovenly manner. We would strongly urge upon teachers the importance of training their pupils to write out propositions neatly and without prolixity, and to draw and letter their diagrams with care. The training imparted by attention to these niceties is, especially for young boys, hardly less important than the knowledge of the geometrical truths involved.

PREPARATORY GRADE—GIRLS.

Report of J. G. LEATHEN, M.A.

About forty per cent. of the candidates showed a satisfactory acquaintance with the First Book of Euclid, and wrote out most of the propositions set with clearness and accuracy; but very many seem to have tried to learn the proofs by heart without understanding them. The answering on the Second Book was less satisfactory, only about a third of the candidates being able to write out the propositions at all well. It would seem as though, in the teaching of the subject, there was not sufficient care given to the explaining of the reasoning in the proofs apart from the details of the form in which they are expressed.

On the deductions from Book I., the answering was exceedingly disappointing; ninety per cent. of the candidates did not attempt them at all, and could not even draw the figures correctly. The small number of solutions submitted indicates a very serious deficiency in the preparation of this important part of the subject.

ALGEBRA.

MIDDLE GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of JOHN H. BERNARD, M.A., D.D.

The answering in this subject was extremely good, and seems to indicate careful teaching. The paper set was well within the powers of boys of the prescribed age, and several of them obtained full marks. Question No. 9 presented more difficulty to them than did the others, but it was attempted by a considerable number of boys. On the whole, the work was neatly and intelligently written out, but there were some very untidy papers sent in. Candidates should be reminded that an untidy and ill-written answer book must necessarily give the Examiner an unfavourable impression.

MIDDLE GRADE.—BOYS.—OVER-AGE.

Report of STEPHEN B. KELLEHER, M.A.

The answering on the whole was very poor. A few of the candidates showed an excellent knowledge of the subject, but the majority were very bad, and a large number were awarded no marks whatever.

MIDDLE GRADE.—GIRLS.

Report of STEPHEN B. KELLEHER, M.A.

The answering has not been very satisfactory. The percentage of failures is high, and the number of candidates who may be considered to have done well is small. The papers, on the whole, showed that whilst the candidates were not unfamiliar with the style of questions set, they were very deficient in the practice of solution. Few of the candidates were able to solve correctly easy quadratic equations, and questions involving arithmetical work showed great inaccuracy. The low marks obtained may be ascribed to the bad methods employed by the candidates, plus the inaccuracy which bad methods usually involve.

The work of the over-age candidates was very poor.

JUNIOR GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of W. J. DILWORTH, M.A., JAMES J. GURNEY, M.A., and
ARTHUR A. RAMBAUT, M.A., SEC.

Judging from the result of this year's examination in Algebra, it would appear that neither teachers nor students pay sufficient attention to the reports of the Examiners. We have noticed in large numbers just the same faults which were pointed out by the Examiners in the same grade last year.

This is disappointing from the Examiners' point of view, for their papers and reports are the only channels through which they can hope directly to affect the mode of teaching in the Intermediate Schools.

It is unwise on the part of the teachers and students, for the faults an Examiner notices in his report are generally those which have affected a large number of papers, and, if attended to, their removal the following year would have proportionately large effect on the results.

The answering this year, though up to the standard of recent years, cannot be considered satisfactory. It would seem that a great many candidates are sent in for examination quite unprepared, or with the merest smattering of the subject. In expressing this opinion we do not attach too much importance to the statement of one of the candidates, that he "only began Algebra a fortnight before the blessed Intermediate began," or to that of another, that he "never learnt any Algebra"; but boys who write "quofitions" for coefficients, or who give $12a^4b^4$ as the answer to the fourth question, cannot have been reading the subject long. The first question was generally well done, but the second, although so easy, seems to have touched an unsound spot. Such answers as "common sense will tell you that $x^4 \times x^3 = x^7$ ", or the simple quotation of the rule that "in multiplication you add the indices, in division you subtract them," would seem to suggest that these rules are taught by rote, without reference to the reasoning on which they are based. Questions 4, 5, and 6 would have been more generally done if simple factors were better known.

A large number of failures were due, not to a want of knowledge of the subject, but to gross inaccuracy and carelessness in working. The form of the answering leads us to conclude that sufficient attention is not paid to neatness of style. It was no uncommon thing to find a correct solution crowded into a corner of a page, two or three unsuccessful attempts having been previously made to solve the same question and not one of these attempts "cancelled" by the candidate.

Of course the foregoing remarks do not apply to all the candidates, as some excellent papers were sent in, which showed sound teaching and careful preparation on the part of the student. Two boys obtained full marks, whilst a considerable number obtained over 75 per cent., and a larger proportion than usual obtained honor marks.

JUNIOR GRADE.—GIRLS OF THE PRESCRIBED AGE.

Report of J. G. LEATHEM, M.A.

The standard of answering is unusually low this year, there being many failures, while comparatively few of the candidates have obtained honors. The cause of this has, in the majority of cases, been carelessness in work and astonishing inaccuracy in commonplace multiplications and additions. There were few of the candidates who did not know

H

the correct method of attacking most of the questions set, but the methodical neatness and accuracy which the paper demanded, perhaps to a greater extent this year than usual, were extremely rare.

It is astonishing how many were able to rightly evaluate both the continued fractions in the seventh question and yet could not solve the resulting very simple equation. The same incapacity for correct multiplication and addition caused many to come to grief over the other equations. The rule for finding the highest common factor has evidently been learned well, but there seems to be considerable uncertainty as to what is meant by the lowest common multiple, and many candidates tried to find it by a rule which is useless when the number of expressions to be dealt with is greater than two; this is clearly a case where a careful explanation of the terms employed would be of far greater value than the teaching of a rule.

To the sixth question there were not many correct solutions submitted, as few of the candidates were familiar with the factors of the expressions involved. The problems at the end of the paper were evidently found very difficult, as the former was solved by scarcely a dozen of the candidates, and the latter by only one or two; probably the fact that each of these questions involved two unknown quantities, made them appear more formidable than they really were, but in any case the attempts submitted indicate that problems of this sort are not practised at all as they ought to be; it is discouraging to note how many students begin by saying, "Let x equal the cost," or something equally lucid.

The absence of a few words of explanation among pages of symbols, is a noticeable feature in the work of all the candidates. Even those who have realised the desirability of neatness, have not learned that an explanation of the reasoning is as necessary in the solution of an algebraical problem, as in the proof of a proposition of Euclid.

JUNIOR GRADE.—GIRLS.—OVER-AGE.

Report of W. J. DILWORTH, M.A.

Of the forty-two candidates who presented themselves for examination, four obtained Honor marks, fifteen obtained Pass marks, and twenty-three failed.

The work of the successful candidates was very neatly done, and in this respect contrasted favourably with that of the boys. The failures arose mainly from a want of knowledge of the subject, and not from inaccuracy in working.

PREPARATORY GRADE.—BOYS.

Report of JOHN ENGLAND, M.A., D.Sc., and STEPHEN B. KELLEHER, M.A.

We beg to report that the answering in Algebra in the Preparatory Grade (Boys) has, on the whole, been very satisfactory. Most of the candidates showed a correct knowledge of the prescribed rules, and many gave evidence of a facility in the performance of Algebraical processes which must have been the result of careful teaching on the part of the masters and diligent application on the part of the pupils; a considerable number of the candidates having succeeded in obtaining full marks.

There were, however, some defects, to which it may be desirable to direct the attention of teachers.

In questions where the answer was simply a number, the Algebraic sign was frequently disregarded, *e.g.*, in question 1, the correct answer to which was -36 , the answer was frequently written 36 , although the work to this point was quite correct.

In question 7, on Highest Common Factor, the quotients were often omitted, so that the rule which enjoins that the work should be given in full, could scarcely be held to have been complied with.

In the questions which involved the simplification of fractions, *viz.* —8, 10, 11, 12, many of the boys worked the earlier part of the question neatly, and left sufficient space between the successive steps of the solution to enable the examiners readily to follow the work, but on arriving near the end of a page, they continued the work on any part of the page in which they could find room for it, the answer being written at the end of the page, and not in its proper position at the end of the work.

PREPARATORY GRADE.—GIRLS.

Report of JOHN H. BERNARD, M.A., D.D.

The answering was not good in this subject, although the paper was comparatively easy. Algebra is, however, not a subject in which little girls can be expected to show much proficiency, and probably the measure of success attained was quite as great as should be expected. Many of the candidates who succeeded in answering the questions in division, failed to subtract and add correctly. It is probable that, in many cases, the girls had been pushed on with too great haste, and that it would have been better for them had they devoted their entire attention to the elementary rules of Algebra until they had been mastered.

ARITHMETIC.

MIDDLE GRADE.—BOYS.

Report of REV. THOMAS SUTCLIFFE, B.A.

The answering in this grade was very fair. The number of failures was large, but on the whole I was pleased with the papers sent in. The new work ("Profit and Loss, Stocks, &c.") appeared to have been carefully taught; the questions in this division of the paper were very generally solved correctly, though in many cases it was evident formulae committed to memory were relied on for the solution.

In the over-age section the answering, except in a few cases, was decidedly bad.

MIDDLE GRADE.—GIRLS.

Report of DANIEL FARRELLY.

The Middle Grade girls who were examined in arithmetic did not, as a body, answer satisfactorily.

The over-age portion, as tried by the arithmetical test, was, to a very large extent, the inferior one.

In both the groups, those of the prescribed age and those beyond it, the efforts of some were considerably marred, not so much through want of knowledge of principles as through carelessness and frequent inaccuracies; or through flitting from one question to another, often at the time when a little reflection, or a small step forward would probably have been productive of good results.

On the other hand, it was only too painfully evident that a very high proportion of the students showed themselves as not having made reasonable preparation in the sections of arithmetic prescribed for the grade.

Some of the better candidates got through their work in a very able manner. Their solutions of the most difficult questions were marked by much cleverness, neatness, and simplicity. Some assumed a certain length for the race track in question 6, and in each case, from the assumption made, nicely evolved the correct length.

Other questions, too, not of the easier kind, as numbers 5 and 8, were sometimes excellently handled. And it well deserves to be stated that though no girl was found who answered all the questions, yet, at the same time, not a question proposed was found which was left unanswered by every candidate.

JUNIOR GRADE.—BOYS.

Report of J. J. BROWNE and Rev. JOHN MACBETH, LL.D.

The result of our examination of this grade is on the whole very fair. The most difficult questions on the paper were solved by quite a large number, and in many cases with marked fullness and intelligence. Fault is to be found principally with the working of questions of an ordinary kind, and here the defect was rather want of accuracy than want of knowledge.

The work was in too many cases slovenly and inaccurate, without attempt at order or method, very difficult for the candidate to revise, often impossible for the examiner to follow. Revision was seldom attempted, the candidate who suspected a mistake generally preferring to start afresh, thus practically confessing his inability to follow his own calculation. The work should be such as the examiner can follow, but frequently his only chance of so doing was to know all the principal numbers that could occur in any method of solving the question; he might then find some of these numbers, *ravi nantes*, amid the confusion of figures.

A calculation based upon an examination of 50 consecutive papers takes at random shows that accuracy without further knowledge would have raised the marks by at least 50 on the average, and that out of the 50 candidates 8 more would have passed, and 8 more would have got honors. It should be mentioned that in making this calculation account was taken only of those questions which the candidate, to judge by the work done, evidently knew how to finish, and that for each such question he was awarded on the average about half marks. This estimate of the mere examination value of accuracy, of course, takes no account of the gain of time and the increase of confidence which greater accuracy would have brought about.

It is a very great mistake to spend so much time as candidates do in working questions in the rough. Why not work carefully from the

beginning on the ruled side, and if the result is unsatisfactory revise the whole or even cross it out? Only trials of questions which the candidate does not at first see how to do should be done on the unruled side; all necessary work should appear on the ruled side.

It is the rule to find candidates whose highest ambition should evidently be a pass wasting their time on questions which if they attempt at all, they should certainly not begin with. It should be very easy for any such candidate to recognise questions on Practice, Simple Interest, Extraction of Roots, and the easier questions on Fractions.

In very many instances it would seem that a Preparatory Grade knowledge of Compound Proportion and Fractions is relied on. The most lamentable evidence of mere mechanical statement was displayed in the question on Compound Proportion, every number mentioned in the question being forced into the statement, and even such a ratio as 0:15 appearing quite frequently. Many were quite ignorant of the meaning of expressing one quantity as a fraction of another, and a complex fraction resulting in the form $\frac{1}{2}$ was very commonly put equal to zero.

The side of a square was given in square feet or square inches with amazing frequency.

A number of candidates got no marks whatever.

JUNIOR GRADE.—GIRLS.

Report of REV. THOMAS SUTCLIFFE, B.A.

The answering in this grade was not at all satisfactory. More than half the candidates failed to obtain pass marks, and only six reached 75 per cent. Most students could extract the square or cube roots, but questions which required to be thought out were, in the great majority of cases, left severely alone, and only those attempted which could be done by rule. The questions in Vulgar and Decimal Fractions were done fairly well, but the method was too often roundabout and cumbersome.

PREPARATORY GRADE.—BOYS.

Report of DANIEL FARRELLY and FREDERICK A. WHITTON.

The answering in Arithmetic of the Preparatory Grade boys was, as a rule, very satisfactory in almost every respect. Only a very small proportion of them—slightly over 15 per cent.—failed to obtain pass marks; while, among those who passed, the percentage of honors was very high. The methods of solution could seldom be found fault with, and a fair knowledge of principles was generally displayed. But, as might be expected, some weak points and blemishes were not wanting. It is right to point them out, as most, if not all, of them can, by a little careful training, be removed.

The notation and manipulation of recurring decimals brought, as is not at all surprising in a grade of this rank, little or no increase to the marks of many candidates. Questions in Proportion were, in general, correctly stated, but the nature of the answer found, and its relation to the third term of the statement, were sometimes surprisingly misunderstood. The conclusion was irresistible: that the candidates at fault had been, during the year, too seldom exercised in completely working out such exercises from the statements down to the answers.

There appear to be still a few schools—the number is happily growing less year by year—in which the use of factors is not yet taught. There were a few instances in which there was no separating line or mark of any kind placed between divisors and dividends, or numerators and denominators in any part of the solution where divisors or denominators existed.

Again, the first portion of a question was, now and then, worked on part of a page of the answer-book; another portion of it in a corner two or three pages further on; and the last of it towards, or at, the end of the book. And all this without, in some cases, any intimation whatever to the examiner. It too often happened that the numbering of the answers was either not done at all, or done incorrectly.

PREPARATORY GRADE.—GIRLS.

Report of Rev. JOHN MACRETH, LL.D.

As Examiner of the Girls' papers in the Preparatory Grade Arithmetic I have little to report, save to bear testimony to the evidently careful manner in which the schools generally have taught this subject.

The questions were carefully framed to test real knowledge, many of them, besides accuracy of work, required considerable thought and judgment, and yet of the 726 candidates examined, 68 per cent. passed including 24 per cent. who obtained honors.

The papers, as a rule, were well written, and the questions neatly worked.

I have now had a long experience of the Intermediate examinations—having been one of the first Examiners appointed by the Board—and I have no hesitation in bearing witness to the great improvement that has taken place in the teaching of this subject in our Irish schools.

BOOK-KEEPING.

MIDDLE GRADE.—BOYS AND GIRLS.

Report of FREDERICK A. WHITTON.

I have examined the answer-books in this Grade of 162 boys and 32 girls. Although some students showed a want of knowledge of partnership transactions, the work on the whole was creditable, and a large proportion of honor marks was obtained.

JUNIOR GRADE.—BOYS AND GIRLS.

Report of FREDERICK A. WHITTON.

In this Grade, as compared with last year, the percentage of failures is slightly higher, but of those who passed, a much larger proportion obtained honor marks.

Many errors in journalising might have been avoided by the exercise of a little thought, and it was curious to observe, in the replies to the sixth question, how many candidates failed to grasp the difference between the words "solvent" and "insolvent."

In both Middle and Junior Grades the execution of the work was, very generally, high class. A few students used quill pens, but the results were not satisfactory, and I think the practice should be deprecated.

NATURAL PHILOSOPHY.

JUNIOR, MIDDLE, AND SENIOR GRADES.—BOYS AND GIRLS.

Report of J. HUSTON STEWART, B.A., B.Sc.

The answering in this subject has been, on the whole, satisfactory. In all grades a fair proportion of the pupils—perhaps three-fourths—give evidence of having received sound instruction, and of having witnessed many of the experiments which are usually performed in illustration of Physical Laws. The answering of the girls—only fifteen in all grades—did not develop any special feature.

JUNIOR GRADE.

In answering question 2 about one half of the students said that gases were more *elastic* than liquids. It seems a pity that Junior Grade students should be taught to give to the term *elasticity* a meaning which is so different from its scientific application, and which must be eradicated from their minds next year when they come to the study of sound. As to question 9, but few of the students seem to know that it is only necessary to lean the barometer tube a little to one side—most of them inverted it—which would injure most instruments.

MIDDLE GRADE.

In answer to question 7 very many of the candidates described Daniell's Hygrometer, for which I did not see my way to allow them any marks. The answering in this Grade was creditable.

SENIOR GRADE.

In this Grade the *crux* was the last portion of question 9—a most important experiment which every student should do for himself.

In all Grades every portion of every question was correctly answered more than once.

CHEMISTRY.

JUNIOR, MIDDLE, AND SENIOR GRADES.—BOYS AND GIRLS.

Report of WALTER E. ADENEY, D.Sc., F.I.C.

The papers sent up in the Junior and Senior Grades were, on the whole, decidedly satisfactory.

Good papers were also sent up in the Middle Grade, but the percentage of failures in this Grade was higher than those in the other two.

There can be no doubt that in the few schools in which Chemistry now appears to be taught, good instruction is being imparted in the subject. The work done by the few (9) candidates in the Senior Grade was a credit to both teachers and pupils. The same remark applies also to several of the candidates' papers in the Junior Grade.

DRAWING.

OBJECT DRAWING.

SENIOR GRADE.—BOYS AND GIRLS.

Report of THOMAS M. LINDSAY.

With the exception of a few really good drawings, the average quality of the work is most disappointing, especially in the case of the boys. In too many instances the work is ignorant and incorrect, the perspective has not been understood, and the shading is of the most elementary character.

In two drawings (Boys'), regardless of the directions, the mechanical elaboration of the background has been made of more importance than the representation of the objects.

PERSPECTIVE AND PROJECTION OF SHADOWS, ETC.

SENIOR GRADE.—BOYS.

Report of EDWARD S. O'BRIEN, B.A., B.E.

Only a small number of candidates presented themselves. The work was of a fairly good character. In this, as in other grades, students often do not read their examination paper with sufficient care, and consequently quite fail to understand the questions set to them. The results generally of the examination are satisfactory.

SENIOR GRADE.—GIRLS.

Report of EDWARD S. O'BRIEN, B.A., B.E.

The answering of these candidates was very satisfactory, many receiving high marks. Nearly all the work was neat and careful, the majority of the candidates seemed to be well grounded in the subject, and to only require further practice in order to become proficient. Taking into account the difficulty of the subjects, the results are both satisfactory and creditable.

FREEHAND.

MIDDLE GRADE.—BOYS AND GIRLS.

Report of THOMAS M. LINDSAY.

The drawings of this Grade show a high level of excellence. The copy, though difficult and complicated, has been rendered accurately and intelligently, with a nice appreciation of the character of the floral forms employed.

In several cases the mistaken practice is still followed, of drawing one half only of the symmetrical figure, without the slightest attempt to "set out" the other side.

PRACTICAL GEOMETRY.

MIDDLE GRADE.—BOYS.

Report of JOHN CARROLL.

The answers in this subject, I regret to state, are not very satisfactory. About 21 per cent. only secured half marks or more. About 28 per cent. secured less than half, but more than a quarter of the maximum marks, so that about 50 per cent. failed to give evidence of even an elementary knowledge of the subject.

The questions were as varied as possible, and with one exception of a simple and ordinary character, testing (as far as eight questions can test) the student's knowledge of the most important elementary principles of Orthographic and Isometric Projection, without requiring long or complicated solutions. In other words, the whole of the eight questions could have been easily solved in the given time by any candidate familiar with the subject and fairly skilful in the use of his instruments.

It is evident that the attention given to this subject is insufficient, and that candidates appear to rest upon their chance of earning enough marks in the Freehand examination to pull them through.

MIDDLE GRADE.—GIRLS OF THE PRESCRIBED AGE.

Report of EDWARD S. O'BRIEN, B.A., B.E.

The answering throughout was satisfactory, and the work generally particularly neat and good, few candidates seemed to be unprepared, and a large number showed a really good grasp of what is a rather difficult subject. It is to be feared that some few candidates learned by heart a number of problems in projection without understanding the principles on which they depend; but altogether the results of the examination are highly creditable, both to the students and to their instructors.

MIDDLE GRADE.—GIRLS.—OVER AGE.

Report of EDWARD S. O'BRIEN, B.A., B.E.

Though the work generally was neat, it was only moderately good, and not up to the same standard as that of the Middle Grade Girls of the prescribed age; otherwise the report on their answering applies equally to this.

FREEHAND.

JUNIOR GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of A. W. FENTON LANGMAN.

There is a large number of good drawings. Those receiving low marks have either not drawn the construction lines or have drawn them carelessly.

The principle of making half drawings is bad, as the careful analysis of the leading lines is the only correct method.

Some candidates started with the details first before drawing the grouping forms. This is a very bad practice. The form of the central mass was in many cases poor.

JUNIOR GRADE.—BOYS—(OVER-AGE) AND GIRLS.

Report of THOMAS M. LINDSAY.

The majority of the drawings in this grade are most creditable. The construction of the somewhat complicated pattern has been intelligently grasped, the proportions are good, and the details expressed with precision.

In not a few cases, however (there are 7 in one bundle of 50), the ignorant method of completing one side before touching the other is still practised. Even in cases where this half has been well accomplished, no allowance could be made in according marks, upon the assumption that the whole would have been of equal merit if completed. On the other hand, where a drawing has been well "set out," and the proportions obtained, with sufficient finish to show the pupils' powers, full credit has been given.

The same remarks apply to the Junior Grade Over-age Boys.

PRACTICAL GEOMETRY.

JUNIOR GRADE.—BOYS OF THE PRESCRIBED AGE.

Report of EDWARD S. O'BRIEN, B.A., B.E.

The number of students presenting themselves for examination was large, and much of the work done was very creditable. It is doubtful whether sufficient attention is given to Geometrical Drawing in some of the schools, or there would not be such a large number of boys presenting themselves for examination with apparently no knowledge whatever of the subject. The construction of the scales seems to be a stumbling block to many, and more attention might with profit be directed to this portion of the subject, as the knowledge of scales is of practical benefit in nearly every class of life. Greater neatness in working is to be desired in many cases, and some students scarcely seem to give sufficient attention to the fact that this is a *practical* subject, and that the marks depend not only on showing a knowledge of how the problem is to be worked, but also on the actual way in which it is done. More care also should be directed towards showing the construction lines when working problems; some results are quite worthless without them, and many marks have been lost from want of attention to this matter. Altogether the results of the examination may be said to be satisfactory, and creditable both to the teachers and students.

JUNIOR GRADE.—BOYS—OVER-AGE.

Report of EDWARD S. O'BRIEN, B.A., B.E.

The answering of these candidates is very similar to that of the Junior Grade boys of the prescribed age, and there is little further to be reported on their work except that the over-age students do not seem to have quite so good a knowledge of their subject as the above mentioned.

JUNIOR GRADE.—GIRLS.

Report of JOHN CARROLL.

The result in this grade of the subject is very satisfactory. Out of 652 papers intrusted to me for examination 409 reached at least 25 per cent. of the maximum marks, though only 125 papers gained 50 per cent. and over. There were a few excellent papers which secured marks closely approaching the maximum.

After completing the work of examining, my impression is, that the construction of *scales* is generally very weak. This is unfortunate, for scales are founded on the principle of proportion, a principle which plays a most important, if not an essential, part in all branches of drawing.

The knowledge necessary for constructing figures of equal *area* is still very defective. I am rather surprised at this, for the same remark was made in a former report on the work of this grade.

The Solid Geometry is fairly well answered, the chief faults being made in the elevation of the triangular prism, through not recognising the difference in length between the *altitude* and the *side* of an equilateral triangle.

Many of the candidates unnecessarily distribute their solutions over several sheets of paper, yet the whole of the nine questions could have been answered on one page. I have to report also that several papers contain two, sometimes three, repetitions of the same solution. What the object is I cannot tell, unless it be to try to obtain double or treble marks for the same answer. But even if an examiner should inadvertently award marks for each repeated solution on the candidate's paper, the entry of his award on the marking sheets enables him to detect immediately the repetition of the answer.

FREEHAND.

PREPARATORY GRADE.—BOYS

Report of JOHN CARROLL and THOMAS M. LINDSAY.

We find that the drawings of this grade, are, as a rule, in every way satisfactory. The test example, though more than usually difficult, has been copied in a large majority of cases, with a near approach to accuracy, and with intelligence.

Marks have been lost chiefly through the proportions having been ignored, i.e., the relations of length to breadth, of the parts to the whole, and of the parts to each other.

PREPARATORY GRADE.—GIRLS.

Report of A. W. FENTON LANGMAN.

There seems to be a marked improvement in this subject, especially in the above grade. The axis or central line has not been used in some of the drawings.

The relative proportion of one big part to the other parts has not been observed in many cases.

The proportion of the greatest width and its position has not been carefully observed. In some drawings not a single elementary principle has been carried out. Dotted central lines are not wanted. Careless balancing is another common fault.

MUSIC.

JUNIOR, MIDDLE, AND SENIOR GRADES.—GIRLS ONLY.

Report of JOSEPH SEYMOUR, MUS.B.

ALL THREE GRADES.

I was chiefly struck by the imperfect knowledge of musical terms and symbols of every day use displayed by the candidates in *all three grades*. The vagueness of definition and uncertainty of meanings arising from this, seemed to pervade their entire work to a greater or lesser extent; being most noticeable in the answers to questions specially set on these subjects. As some of those questions were put in a novel form, I have a hope that they will attract the attention of teachers to the necessity of perfecting their candidates' knowledge of *rudiments*. If so, some good will have been achieved, for the entire work seems to suffer from the looseness of foundation.

SENIOR GRADE.

The high marks allowed for an intelligent working of a short exercise in counterpoint of the simplest form fail to induce anything like an adequate knowledge of the subject by the general body of candidates. The harmony and analysis exercises were most creditable; history good; knowledge of forms rather weak; knowledge of terms and symbols very imperfect.

MIDDLE GRADE.

In the *Middle Grade* books the harmony exercises were, as a rule, creditably worked. The answering in history was very variable, some candidates neglecting the questions altogether, whilst others were making the most of the high marks allowed in this grade for history. The transposition exercises, though receiving good marks for *transposition* were in most cases marred by imperfect knowledge of the signs.

JUNIOR GRADE.

The answering was generally excellent in this grade, apart from the weakness in terms and signs which was common to all grades. Of 746 papers examined in this grade, only 38 failed to attain the percentage necessary to pass, while a very large proportion of them took honors with high marks.

BOTANY.

JUNIOR, MIDDLE, AND SENIOR GRADES.—GIRLS ONLY.

Report of ALEXANDER BLAVNEY, M.A., M.B.

The answering of the candidates in Botany taken generally was very satisfactory, and showed evidence of considerable care both on the part of the teachers and of the students. I am glad to report that, as regards acquaintance with the plants prescribed in the course, there has been a distinct advance from last year. Then in the majority of cases

the answering showed that the knowledge had been acquired entirely from books, whereas this year it was clear that the appearance and habit of the plants had been learned from actual observation.

As regards the individual grades, the answering in the Junior Grade was on the whole the best, and in a few cases was really excellent. The Middle Grade answering, on the other hand, was decidedly weak, and only in a few cases reached the honors standard. It would appear that the students find some difficulty in realising that a different class of answering is required in the Middle Grade from what is expected in the Junior.

In the Senior Grade the answering was on the whole satisfactory.

SHORTHAND.

JUNIOR, MIDDLE, AND SENIOR GRADES.—BOYS AND GIRLS.

Report of HENRY HOLT and CHARLES RYAN.

JUNIOR GRADE.—Out of 628 candidates (including boys and girls); 358 passed, and 280 failed, giving the percentage of failures almost exactly 43. This is somewhat in excess of the proportion of failures last year. The answering of many of those who passed was very good; still the number of failures is very unsatisfactory, and indicates that the subject does not receive that attention and careful preparation which its daily increasing importance in commercial life deserves. The A paper contained but 1,200 words, and, therefore, the students were only tested as to their ability to write about 27 words of shorthand per minute. In the B paper there were 600 words, to be written in longhand in three-quarters of an hour. A large number of the candidates did both papers in full, and generally those good in the A paper were good also in the B; but among the failures many scored 0, or less than 10 in both, or made no attempt at all to do either paper. Speaking generally, we think the answering in the Junior Grade does not show that the subject is sufficiently appreciated, either by the students themselves or by those responsible for presenting them, when even the easy standard now set up—one considerably below a practical test—has proved beyond the capacity of so many candidates. Any student of ordinary ability, by devoting an hour a day to the subject, should in six months' time, or even less, be competent to pass in both papers.

MIDDLE GRADE.—The answering in this section was much more satisfactory; and while the A paper contained 1,500, and the B 750 words of more difficult matter, the candidates, as a rule, acquitted themselves in a more creditable and workmanlike manner; and the examiners can safely hope that those who have passed in this division, having acquired a fair knowledge of the principles of the art, may by additional practice become expert writers. Several did the A paper in full, and one fell only 12 words short of doing the whole of the B paper. In the Middle Grade boys, out of 90 candidates, 61 passed, and 29 failed. In the Middle Grade girls there were 12 candidates, of whom 6 passed and 6 failed.

SENIOR GRADE.—We regret to say that the answering in this division was unsatisfactory, a large proportion having failed in both papers. Among those who passed, however, several did very creditably; one candidate scoring 299 marks, having written the whole of the A paper, and nearly the entire of the B, with great neatness and freedom from errors. Many of those who failed were manifestly mere beginners, their mistakes being such as even a slight amount of study would have prevented, and their transcription of the B paper showing a lamentable ignorance of spelling. The B paper contained 1,050 words, a length which, while not beyond the power of a fluent longhand writer, was no doubt beyond the capacity of some persons; but in awarding the marks we took this into consideration.

The small number of senior candidates, and the evident lack of preparation shown by a large proportion of those who presented themselves, show that a majority of persons who take up the study of shorthand fail in the perseverance necessary for the attainment of proficiency. This is to be regretted, because in shorthand, even more perhaps than any other subject, a merely slight acquaintance with the art is of little use to its possessor; and it must be acquired thoroughly to be of practical value.

APPENDIX IV

LIST OF SCHOOLS TO THE MANAGERS OF WHICH RESULTS FEES WERE PAID IN 1894, AND AMOUNTS OF SUCH FEES. BOYS. LISTED.

County.	Town.	Name of School.	Amount paid in 1894. Under 10s. 6d.	Amount paid in 1894. Over 10s. 6d.	Total Amount paid.
GLoucester.	Exmouth.	St. Joseph's-Catholic School.	12 10 0	12 10 0	24 20 0
	Osney.	Osney-School.	10 0 0	20 10 0	30 10 0
	Do.	Christian-School.	15 0 0	20 10 0	35 10 0
	Tadworth.	St. Dunstan's-School.	0 10 0	20 7 0	20 17 0
Dorset.	Bridport.	St. Dunstan's-School.	10 0 0	20 7 0	30 7 0
	Do.	St. Dunstan's-School.	10 0 0	20 7 0	30 7 0
	Do.	St. Dunstan's-School.	10 0 0	20 7 0	30 7 0
	Do.	St. Dunstan's-School.	10 0 0	20 7 0	30 7 0
	Do.	St. Dunstan's-School.	10 0 0	20 7 0	30 7 0
	Do.	St. Dunstan's-School.	10 0 0	20 7 0	30 7 0
	Do.	St. Dunstan's-School.	10 0 0	20 7 0	30 7 0
	Do.	St. Dunstan's-School.	10 0 0	20 7 0	30 7 0
	Do.	St. Dunstan's-School.	10 0 0	20 7 0	30 7 0
	Do.	St. Dunstan's-School.	10 0 0	20 7 0	30 7 0
Carried forward.			100 10 0	200 10 0	300 20 0

DOTS.

County.	Town.	Name of School.	Amount Paid (during Session).	Amount paid (during Session).	Total Amount paid.
		Brought forward,	\$ 1,130 7 4	4,616 6 8	\$5,746 14 20
Dorchester—continued,	Elephanta,	Grammar School,	—	8 6 8	8 6 8
	Do,	St. George's College,	3 24 0	26 10 0	33 34 0
	Stonew,	Marshall College,	14 11 0	60 10 0	69 4 0
Dorchester,	Abey,	Christian Schools,	0 0 0	10 6 0	106 12 0
	Monksdown,	Christian Schools,	—	11 0 0	17 0 0
	Wing,	Do,	7 1 0	47 12 0	54 13 0
	Newbridge,	St. Patrick's,	1 1 0	30 17 0	31 18 0
	Do,	Donation College,	7 1 0	60 0 0	67 1 0
	Salter,	Dorchester West College (S.S.),	196 0 0	1,244 17 0	1,440 17 0
	Stanton,	Christian Schools,	7 17 0	11 11 0	79 0 0
Dorchester,	Stanton,	Do,	10 0 0	160 12 0	230 12 0
	Do,	Stanton College,	0 10 0	12 10 0	17 0 0
	Do,	Penryn College,	60 0 0	160 7 0	260 7 0
	Do,	St. Elmer's College,	54 10 0	241 12 0	340 10 0
Dorset's County,	Parsondown,	Parsondown School,	—	14 10 0	14 10 0
	Do,	Trinitarian St. Mary's Rectory,	—	60 0 0	60 0 0
Dorset's County,	Longford,	St. Mary's College,	47 10 0	100 10 0	147 10 0
Down,	Downside,	Christian Schools,	10 10 0	120 10 0	130 10 0
	Do,	Grammar School,	24 0 0	54 10 0	78 0 0
		Carried forward,	1,207 10 4	21,800 12 0	\$23,007 1 4

...List of Schools to the Managers of which Results Fees were Paid in 1886, and Amounts of such Fees—continued.

BOYS.

County.	Town.	Name of School.	Amount paid (1886) (Results Fees)			Amount paid (1886) (Results Fees)			Total amount paid.		
			£	s	d	£	s	d	£	s	d
		Brought forward,	1,237	0	4	11,380	12	0	12,617	12	4
SOUTH—continued.	Donkirk,	Charlotte Schools,	32	7	0	400	0	0	432	7	0
	Do.,	Edinburgh Institution,	40	0	0	500	10	0	540	10	0
	Do.,	St. Mary's College,	54	14	0	700	10	0	754	14	0
STURIA,	Kells,	Charlotte Schools,	34	7	0	70	0	0	104	7	0
	Strens,	St. Patrick's Rectory,	50	0	0	100	0	0	150	0	0
QUEEN'S COUNTRY,	Alburydale,	Frederic School,	0	10	0	300	0	0	300	10	0
	Harrogate,	The Mansions,	1	12	0	50	0	0	51	12	0
	Perth-Wharfedale,	Charlotte Schools,	1	17	0	0	0	0	1	17	0
	Do.,	Imperialist Society's Collegiate School,	60	0	0	700	10	0	760	10	0
HYGGSWORTH,	Thorncliffe,	Patric School,	40	17	0	210	0	0	250	17	0
	Malpas,	Charlotte Schools,	0	11	0	300	10	0	300	11	0
	Do.,	Imperialist School,	—	—	—	0	4	4	0	4	4
WILKINS,	Beaumont,	Charlotte Schools,	14	10	0	700	0	0	714	10	0
	Curry,	Do.,	0	0	0	20	0	0	20	0	0
	East Ham,	Do.,	0	10	0	50	10	0	50	10	0
	Do.,	Good Counsel College,	1	0	0	40	10	0	41	0	0
	Easton-Wharfedale,	Charlotte Schools,	1	11	0	4	10	0	5	11	0
	Wetherby,	Do.,	20	0	0	200	10	0	220	0	0
	Do.,	St. Peter's College,	10	10	0	140	10	0	150	10	0
WILKINS,	Do.,	Tate School,	50	10	0	10	0	0	60	10	0
	Wetherby,	Wetherby Academy	—	—	—	0	0	0	0	0	0
		Total,	1,237	22	4	12,680	12	0	13,919	34	4

List of Schools to the Managers of which Pupils Fees were Paid in 1890, and Amount of such Fees—continued.

BOYS.
CLASS.

Society.	Town.	Name of School.	Amount paid (Original Bills & notes)	Amount paid (Legal Tenders Accepted)	Total Amount paid
LUTHER.	Andover.	Luther International School.	2 0 0	2 0 0	4 0 0
	Belmont St.	International School.	2 0 0	2 0 0	4 0 0
	Belmont St.	Central School.	2 0 0	2 0 0	4 0 0
	Do.	Grammar School, High-street.	20 0 0	20 0 0	40 0 0
	Do.	State Office Academy, 12, Centre-street.	12 0 0	12 0 0	24 0 0
	Do.	International School, 12, Centre-street.	2 0 0	2 0 0	4 0 0
	Do.	Do, Chelmsford.	2 0 0	2 0 0	4 0 0
	Belmont St.	International School.	12 0 0	12 0 0	24 0 0
	Do.	Luther School.	—	—	—
	Belmont St.	State School, 12, Pine Street-street.	2 0 0	2 0 0	4 0 0
	Do.	Central School.	20 0 0	20 0 0	40 0 0
	Do.	Clarkson School.	20 0 0	20 0 0	40 0 0
	Do.	International School, Andover-street.	2 0 0	2 0 0	4 0 0
	Do.	International School.	20 0 0	20 0 0	40 0 0
	Do.	International School, 12, Centre-street.	20 0 0	20 0 0	40 0 0
	Do.	State Academy.	20 0 0	20 0 0	40 0 0
	Do.	St. Michael's College.	20 0 0	20 0 0	40 0 0
	Do.	Central School.	20 0 0	20 0 0	40 0 0
	Do.	International School.	20 0 0	20 0 0	40 0 0
	Do.	State Provisional School.	2 0 0	2 0 0	4 0 0
	Templepatrick.	Luther International School.	—	—	—
		Carried forward.	200 0 0	200 0 0	400 0 0

County.	Town.	Name of School.	Amount paid (County Treasurers).	Amount paid (Local Taxation). (Amount).	Total Amount PAID.
			£ s. d.	£ s. d.	£ s. d.
		Brought Forward,	154 12 0	1,000 7 0	1,154 19 0
ARLWORTH.	Arlebury.	Catholic Grammar School,	—	0 0 0	0 0 0
	Do.	Christian Schools,	4 10 0	60 1 0	64 10 0
	Do.	Board School,	4 10 0	27 0 0	31 10 0
	Do.	St. Patrick's College,	42 7 0	200 0 0	242 7 0
	Do.	The Academy,	4 7 0	0 12 0	5 19 0
	Lurgan.	The College,	80 0 0	270 1 0	350 1 0
CLIFTON.	Clifton.	Royal School,	17 10 0	100 17 0	117 7 0
	Do.	St. Patrick's College,	40 10 0	200 10 0	240 0 0
DEWENTON.	Leobacherry.	St. Thomas's Seminary,	20 1 0	201 10 0	221 11 0
	Bayham.	Royal School,	11 10 0	60 0 0	71 10 0
DOVE.	Donkington.	Academical Institution,	10 1 0	10 0 0	20 1 0
	Do.	Grammar School,	15 10 0	200 10 0	215 10 0
	Do.	Grammar School,	1 10 0	7 0 0	8 10 0
	Do.	Upper Gifford School,	11 0 0	10 10 0	21 10 0
	Tattonstone.	College School, Tally Ho,	2 10 0	10 10 0	12 10 0
	Do.	Christian Schools,	40 10 0	100 10 0	140 0 0
	Do.	Grammar School,	21 10 0	200 10 0	221 10 0
	Do.	St. Columba's College,	14 0 0	70 10 0	84 10 0
FINCHAM.	Fincham.	Portico Royal School,	80 0 0	200 10 0	280 0 0

Carried forward, £ 88 10 0

Printed and published by the University of Southampton Press, 1881.

Lists of Schools to the Managers of which Results Papers were Sold in 1898, and Amounts of such Fees—continued.

BOYS.

County	Town	Name of School	Amount paid for Results Papers	Amount paid for Tuition Fees	Total Amount paid
			£ s. d.	£ s. d.	£ s. d.
LONDON AND MIDDLESEX.		Boys' School.	107 1 0	1,239 10 0	1,346 11 0
	Columbia.	Academy of Education.	58 10 0	120 10 0	178 20 0
	Londonberry.	Christian Schools.	1 17 0	10 10 0	11 27 0
	Do.	Boys' College.	60 2 0	540 10 0	600 12 0
	Do.	St. George's College.	62 12 0	200 10 0	262 22 0
	Do.	Forest House School.	—	0 10 0	0 10 0
	Highgate.	Highway Endowed School.	50 7 0	10 10 0	120 17 0
MIDDLESEX.	Weymouth.	International School.	—	0 10 0	0 10 0
	Weymouth.	Christian Schools.	0 10 0	10 0 0	10 10 0
	Do.	Universal School.	10 10 0	10 0 0	20 10 0
SURREY.	Weymouth.	St. Martin's Rectory.	60 10 0	140 10 0	200 20 0
	Columbia.	The Academy.	10 1 0	10 10 0	20 11 0
	Londonberry.	Royal School.	40 10 0	100 0 0	140 10 0
	Do.	St. Martin's Rectory.	10 10 0	10 10 0	20 20 0
	Do.	Christian Schools.	10 10 0	10 10 0	20 20 0
	Do.	International School.	0 10 0	0 0 0	0 10 0
	Do.	The Academy.	0 10 0	10 4 0	10 14 0
TOTAL.		Weymouth International School.	0 10 0	1 10 0	1 20 0
		Total.	1,200 1 0	1,339 10 0	2,539 11 0

BOYS.
continued.

County.	Town.	Name of School.	Amount paid (or repaid) Excess 1880-81.	Amount paid (or repaid) Excess 1881-82.	Total Amount paid.
GLASGOW.	Edinburgh.	Christian Schools.	£ s. d.	£ s. d.	£ s. d.
	Do.	St. Thomas College.	10 10 0	100 10 0	110 10 0
	Edinburgh.	Christian Schools.	12 0 0	10 0 0	22 10 0
	Glasgow.	Edinburgh School.	0 0 0	10 0 0	10 0 0
	Glasgow.	Christian Schools.	0 0 0	10 0 0	10 0 0
DUMFRIES.	Glasgow.	Grammar School.	4 0 0	10 10 0	14 10 0
	Do.	University and Technical School.	—	4 10 0	4 10 0
	Charterhouse.	Christian Schools.	10 10 0	100 0 0	110 0 0
	Do.	Do.	104 10 0	1,000 0 0	1,104 10 0
	Do.	Christian Brothers' College.	50 0 0	100 10 0	150 10 0
	Do.	Grammar School.	44 14 0	100 10 0	144 14 0
	Do.	Presbyterian College, Napier.	100 0 0	110 10 0	210 10 0
	Do.	Queen's School, Glasgow.	10 0 0	10 0 0	20 0 0
	Trinity.	Christian Schools.	0 0 0	10 0 0	10 0 0
	Trinity.	Do.	0 10 0	10 0 0	10 10 0
Grand Amount.			660 10 0	2,340 10 0	2,990 10 0

List of Schools to the Managers of which Monthly Fees were Paid in 1878, and Amounts of such Fees—continued.
 R U Y S.

Category.	Term.	Name of School.	Amount paid for 1878 Enrolments.	Amount paid for 1878 Pensions Admissions.	Total Amount paid.
CONT—continued.		Brought forward,	£ s. d.	£ s. d.	£ s. d.
			100 0 0	1,007 10 0	1,107 10 0
	Primary	Primary School,	7 2 0	27 0 0	34 2 0
	Do.	St. John's School,	10 10 0	100 10 0	110 10 0
	Canterbury	C. B. C. School,	1 10 0	10 0 0	11 10 0
	Madras	Madras Academy,	10 0 0	10 0 0	20 0 0
	Madras	Christian Schools,	10 7 0	110 10 0	120 17 0
	Do.	The College,	10 10 0	10 0 0	20 10 0
	Madras	Christian Schools,	10 0 0	100 7 0	110 7 0
	Government	Government College,	0 0 0	100 0 0	100 0 0
	Government	St. Paul's School, Calcutta,	0 0 0	10 10 0	10 10 0
	Madras	College School,	0 10 0	10 0 0	10 10 0
	Do.	St. John's School,	0 0 0	10 10 0	10 10 0
	Do.	Madras Intermediate School,	0 10 0	10 0 0	10 10 0
	Do.	University and Intermediate School,	0 10 0	10 0 0	10 10 0
	Madras	Christian Schools,	0 10 0	100 10 0	100 10 0
TOTAL.	Eight.	Do.	100 0 0	1,007 10 0	1,107 10 0
		Carried forward,	100 0 0	1,007 10 0	1,107 10 0

List of Schools in the Manages of which Bursar Fees were Paid in 1890, and Amounts of such Fees—continued.

BOYS.

County.	Town.	Name of School.	Amount paid of Original Bursar-fees.	Amount paid of Transfer fees.	Total Amount paid.
KENT—continued.		Brought forward,	£ s. d.	£ s. d.	£ s. d.
	Ellenborough.	St. Andrew's Rectory,	78 10 0	400 0 0	478 10 0
	Ellenborough.	Epworth's School,	—	0 1 0	0 1 0
	Ellenborough.	St. Michael's College,	10 4 0	60 10 0	70 14 0
	Ellenborough.	Christian School,	0 10 0	60 0 0	60 10 0
LONDON.	St.	International and University School,	10 7 0	60 0 0	70 7 0
	London.	Christian School,	60 0 0	100 10 0	160 10 0
	St.	High School, Middlesex,	—	0 10 0	0 10 0
	St.	Regent Street College O.E.C.,	60 0 0	100 10 0	160 10 0
	St.	St. Mary's College,	60 0 0	100 10 0	160 10 0
TOWNSHIP.	St.	Village Endowed School,	4 0 0	20 0 0	24 0 0
	St.	Christian School,	10 7 0	100 10 0	110 17 0
	St.	St.	0 0 0	10 0 0	10 0 0
	St.	Endowed College,	100 10 0	100 10 0	200 20 0
	St.	Christian School, St. Mary's,	0 0 0	10 10 0	10 10 0
		Brought forward,	1000 0 0	1000 10 0	2000 10 0

List of Schools to the Managers of which Receipts were Paid in 1888, and Amounts of such Fees—continued.
 BOYS.

Category	Term	Name of School.	Amount paid (old) before 1881.	Amount paid (new) thereafter.	Total amount paid.
		Brought forward.	£ s. d.	£ s. d.	£ s. d.
TERTIARY—continued.	General.	Christian Schools, St. Peter and Paul's.	120 0 0	120 0 0	120 0 0
	Boys.	do.	27 12 0	27 12 0	54 24 0
	Girls.	do.	4 12 0	4 12 0	8 24 0
	Day-school.	do.	20 0 0	20 0 0	40 0 0
	Do.	Queen's School.	12 0 0	12 0 0	24 0 0
ELEMENTARY.	Boys.	Christian Schools.	20 1 0	20 0 0	40 1 0
	Girls.	Christian Brothers' College.	20 0 0	20 0 0	40 0 0
	Do.	St. Michael's and St. R. Anthony.	17 0 0	17 0 0	34 0 0
	Do.	The College.	8 4 0	8 0 0	16 4 0
	Boys.	Christian Schools.	8 4 0	8 12 0	16 16 0
	Girls.	Christian Brothers' College.	20 0 0	20 12 0	40 12 0
	Do.	Christian Schools.	20 0 0	20 0 0	40 0 0
	Do.	Edmond School.	8 12 0	8 12 0	16 24 0
	Do.	St. Mary's School.	—	12 0 0	12 0 0
	Do.	St. Mary's College.	8 12 0	2 0 0	10 12 0
		Total.	1,200 10 0	1,200 12 0	2,400 22 0

List of Schools to the Managers of which Results Fees were Paid in 1898, and Amounts of such Fees—continued.

176

BOYS.
CONDUCT.

District.	Town.	Name of School.	Amount paid (Conduct Examination).	Amount paid (Local Teaching Agency).	Total Amount paid.
			£ s. d.	£ s. d.	£ s. d.
SILVAC.	Aldersay.	St. Joseph's College, Boken.	20 10 0	120 0 0	140 10 0
	Galton.	Grammar School.	10 10 0	70 10 0	80 0 0
	Do.	St. Ignace's College (M.C.).	0 10 0	10 10 0	10 0 0
	Do.	St. Joseph's Rectory.	20 1 0	200 10 0	220 11 0
	Marst. Bottom.	St. Francis' Rectory.	1 10 0	10 10 0	12 0 0
	Thorn.	Christian School.	0 10 0	0 0 0	0 0 0
	Do.	St. John's College.	40 10 0	140 0 0	180 10 0
LEWIS.	Marhamston.	Intermediate School.	0 10 0	10 0 0	10 0 0
MAG.	Ballingham.	Grammar College.	20 10 0	0 0 0	20 10 0
	Butter.	St. Michael's Rectory.	0 10 0	10 10 0	10 0 0
	Westport.	Christian School.	0 10 0	10 0 0	10 0 0
ROCKHAM.	Aldersay.	Reading School.	0 0 0	100 0 0	100 0 0
	Do.	St. Mary's Intermediate School.	10 1 0	10 10 0	20 11 0
	Cavinton.	Rev. R. L. Ford's Grammar.	1 10 0	0 10 0	2 0 0
	Wylke.	Grammar School.	0 0 0	10 1 0	10 1 0
	Wymondham.	St. George's Intermediate School.	1 10 0	10 10 0	12 0 0
SAND.	Wigs.	Intermediate School.	0 0 0	10 10 0	10 10 0
	Do.	Frederick George School.	10 0 0	100 10 0	110 10 0
	Do.	Denmark Hill College.	40 10 0	100 0 0	140 0 0
Total.			100 10 0	1,000 1 0	1,100 11 0

Report of the Antismoking

List of Schools to the Managers of which Bursar Fees were Paid in 1894, and Amounts of such Fees—continued.

GIRLS.
LEWIS.

County.	Town.	Name of School.	Amount paid (Girls) Bursar-fees.	Amount paid (Girls) Bursar-fees.	Total Amount paid.
			£ s d.	£ s d.	£ s d.
Dorset.	Dorset.	Convent of Mercy.	—	12 1 0	12 1 0
		Diocesan School.	—	4 11 0	4 11 0
Dorset.	Bathampton.	Leicester Convent.	85 18 0	77 18 0	162 18 0
		Alexander College.	5 10 0	0 4 0	7 10 0
		Alexander College.	75 0 0	61 0 0	136 0 0
		Alexander School.	55 0 0	121 10 0	176 10 0
		Salisbury School, Salisbury.	0 14 0	15 0 0	29 14 0
		Donalson Convent, St. Nicholas-street.	45 0 0	35 17 0	80 17 0
		Exeter College.	0 0 0	38 10 0	38 10 0
		Leicester Convent, at North Quay George's-street.	30 10 0	105 0 0	135 0 0
		Exeter College, Wykeham-square.	45 0 0	64 0 0	109 0 0
		Leicester Convent, Salisbury.	10 0 0	10 0 0	20 0 0
		Wesley's Female Orphan School.	25 7 0	45 0 0	70 7 0
		Grand total.	385 0 0	470 14 0	855 14 0

Education Board for Lewes and vicinity.

List of Schools to the Managers of which Buxite Fees were Paid in 1886, and Amounts of such Fees—continued.

GIRLS.

County.	Town.	Name of School.	Amount paid (School Authorities).	Amount paid (Local Taxation Authorities).	Total amount paid.
Devon—continued.		Brought forward,	0 0 0	0 0 0	0 0 0
			250 0 0	1,250 14 0	1,500 14 0
	Dublin,	Miss Jones' School, 14, Leinsterway, Budegism.	1 0 0	50 0 0	51 0 0
	Do.	Marble School, Budegism.	—	10 7 0	10 7 0
	Do.	Thomas's School.	1 0 0	50 11 0	51 11 0
	Do.	Budegism School, the White Bridge.	1 0 0	50 0 0	51 0 0
	Do.	Widford School.	10 1 0	50 11 0	60 12 0
	Do.	St. Mary's University College.	10 0 0	120 1 0	130 1 0
	Do.	Trinity Church School.	1 10 0	0 10 0	2 10 0
	Exeter,	Devonshire Church.	10 11 0	100 10 0	110 11 0
	Do.	Exeter College School.	0 17 0	17 7 0	17 14 0
	Do.	Exeter Girls' School.	—	0 10 0	0 10 0
	Do.	St. George's School.	0 10 0	50 0 0	50 10 0
	Exeter,	Wesley's School.	0 1 0	50 11 0	50 12 0
	Chapton,	St. Joseph's Church.	0 0 0	50 10 0	50 10 0
	Chard,	St. Edmund's Ladies' School.	0 0 0	10 10 0	10 10 0
	Dalry,	Exeter Girls.	10 11 0	50 0 0	60 11 0
	Exeter,	Exeter School.	—	0 0 0	0 0 0
		Cashed forward,	451 0 0	1,443 7 0	1,894 7 0

List of Schools to the Managers of which Bursar Fees were Paid in 1900, and Amounts of such Fees—continued.
GIRLS.

Gender.	Type.	Name of School.	Amount paid (Collected Entrance Fees).	Amount paid (Local Taxation Levies).	Total Amount paid.
			£ s d.	£ s d.	£ s d.
PUBLIC—continued.		Bursar's account,	42 4 0	1,048 0 0	1,090 4 0
	Elementary.	Highfield School,	1 10 0	85 14 0	86 14 0
	Do.	Victoria School,	10 10 0	45 0 0	55 10 0
	Nonconformist.	Salisbury Square School,	0 0 0	25 25 0	25 25 0
	Nonconformist.	Levin's Alley,	40 0 0	137 0 0	177 0 0
	Nonconformist.	Ampleforth Institution,	7 0 0	45 0 0	52 0 0
	Do.	Gray School,	—	0 10 0	0 10 0
Roman.	Catholic.	Mount Tallant School,	0 0 0	25 10 0	25 10 0
	Do.	Convent of Mercy School,	—	0 0 0	0 0 0
Roman.	Nonconformist.	St. Patrick's,	—	0 10 0	0 10 0
	Nonconformist.	Levin's Alley School,	—	10 0 0	10 0 0
Roman.	Do.	Levin's Convent,	10 7 0	100 10 0	110 7 0
	Do.	Convent of Mercy,	4 10 0	20 10 0	24 10 0
Roman.	Do.	Levin's School,	—	0 0 0	0 0 0
	Do.	Levin's Convent,	47 10 0	100 10 0	147 10 0
Quakers Co.	Quakers Co.	West Hill School,	—	0 0 0	0 0 0
		Bursar's account,	100 0 0	1,200 10 0	1,300 10 0

GIRLS.

County.	Town.	Name of School.	Amount paid (Original Bursar's Fees).	Amount paid (Good Teaching Allowance).	Total Amount paid.
		Brought forward.	£ s. d.	£ s. d.	£ s. d.
CHICHESTER Co.—continued.	Northfleet.	Friends' School.	100 0 0	5,150 10 0	5,250 10 0
WILTSHIRE.	Salisbury.	Leeds' Grammar.	10 10 0	40 10 0	50 0 0
WILTSHIRE.	Bathampton.	Leeds' Grammar.	14 10 0	14 10 0	28 0 0
	Gosport.	Leeds' Grammar.	10 10 0	10 10 0	20 0 0
	New Bath.	Leeds' Grammar.	—	0 0 0	0 0 0
	Wootton Bassett.	Leeds' Grammar.	10 0 0	10 0 0	20 0 0
	Do.	Leeds' Grammar.	—	0 0 0	0 0 0
	Do.	Wootton Bassett School.	0 0 0	10 10 0	10 0 0
WILTSHIRE.	Salisbury.	R. Mary's Grammar.	—	10 0 0	10 0 0
	Salisbury.	Leeds' Grammar.	10 0 0	10 10 0	20 0 0
	Salisbury.	Leeds' Grammar.	0 0 0	1 10 0	1 0 0
		Total.	130 10 0	5,310 0 0	5,440 0 0

List of Schools to the Managers of which Bursar Fees were Paid in 1896, and Amounts of such Fees—continued.

GIRLS.

CLAREN.

County.	Town.	Name of School.	Amount paid Tuition Bursar Fees.	Amount paid Tuition Bursar Fees.	Total Amount paid.
			£ s. d.	£ s. d.	£ s. d.
LONDON.	Acton.	Latimer Intermediate School.	—	4 00 0	4 00 0
	Ballymore.	Grange St. Academy.	0 10 0	11 12 0	11 22 0
	Do.	Grange St. School, High-street.	0 10 0	00 0 0	00 10 0
	Do.	Latimer School, Philadelphia.	10 0 0	11 0 0	21 0 0
	Do.	Providence and Intermediate School.	1 10 0	11 10 0	12 20 0
	Ballymore.	Intermediate School.	14 0 0	10 7 0	24 07 0
	Do.	Latimer School.	10 1 0	100 0 0	110 1 0
	Bellin.	Belmont Latimer College, Knott.	—	0 0 0	0 0 0
	Do.	College St. School, Broadfield-avenue.	10 0 0	10 0 0	20 00 0
	Do.	Overton of Mary, Broadfield-avenue.	0 10 0	00 11 0	00 21 0
	Do.	Providence School.	10 10 0	00 10 0	10 20 0
	Do.	Providence School, Arlington-road.	0 10 0	10 10 0	10 20 0
	Do.	Latimer College School, Belmont-park.	—	0 10 0	0 10 0
	Do.	Latimer College School, Belmont Park.	0 10 0	10 10 0	10 20 0
	Do.	Latimer College School, St. William-park.	0 0 0	0 0 0	0 0 0
	Do.	Latimer School, Belmont, Knott.	0 0 0	10 10 0	10 10 0
	Do.	Latimer School, Broadfield-avenue.	0 0 0	0 10 0	00 10 0
	Do.	Latimer School, Arlington-road.	1 10 0	0 0 0	1 10 0
		Grand total.	100 10 0	100 10 0	100 20 0

List of Schools to the Managers of which Rents Free were Paid in 1888, and Amounts of such Free—continued.

GIRLS.

County.	Town.	Name of School.	Amount paid (Carried Forward).	Amount paid (Carried Forward).	Total Amount paid.
		Brought forward.	£ s. d.	£ s. d.	£ s. d.
ANTWERP—continued.	Antwerp.	Marionette College.	100 0 0	100 0 0	100 0 0
	Do.	Marionette College.	1 10 0	1 10 0	2 10 0
	Do.	Marionette College.	100 0 0	100 0 0	100 0 0
	Do.	Marionette College.	1 10 0	1 10 0	2 10 0
	Do.	Marionette College.	1 10 0	1 10 0	2 10 0
	Do.	Marionette College.	1 10 0	1 10 0	2 10 0
	Do.	Marionette College.	1 10 0	1 10 0	2 10 0
	Do.	Marionette College.	1 10 0	1 10 0	2 10 0
	Do.	Marionette College.	1 10 0	1 10 0	2 10 0
	Do.	Marionette College.	1 10 0	1 10 0	2 10 0
	Do.	Marionette College.	1 10 0	1 10 0	2 10 0
	Do.	Marionette College.	1 10 0	1 10 0	2 10 0
	Do.	Marionette College.	1 10 0	1 10 0	2 10 0
ANTWERP.	Antwerp.	Marionette College.	1 10 0	1 10 0	2 10 0
	Do.	Marionette College.	1 10 0	1 10 0	2 10 0
	Do.	Marionette College.	1 10 0	1 10 0	2 10 0
	Do.	Marionette College.	1 10 0	1 10 0	2 10 0
	Do.	Marionette College.	1 10 0	1 10 0	2 10 0
	Do.	Marionette College.	1 10 0	1 10 0	2 10 0
Carried forward.			100 0 0	100 0 0	100 0 0

Law of Expenses to the Managers of which Results Fees were paid in 1898, and Amounts of such Fees—continued.

G I R L S .

County.	Town.	Name of School.	Amount paid (Results Fees—1898).	Amount paid (Results Fees—1899).	Total Amount paid.
		Brought forward.	£ 1 4 4.	£ 1 4 4.	£ 2 8 8.
Downham.	St. Andrew's.	Convent of Mary.	1 0 0	4 7 0	5 17 0
	St. Andrew's.	Convent of Mary.	10 7 0	90 0 0	100 17 0
	St. Andrew's.	Convent of Mary.	0 0 0	12 17 0	12 17 0
	St. Andrew's.	Convent of Mary.	0 10 0	12 10 0	22 10 0
	St. Andrew's.	Convent of Mary.	0 7 0	14 0 0	21 7 0
Downham.	St. Andrew's.	Convent of Mary.	1 0 0	10 0 0	11 0 0
	St. Andrew's.	Convent of Mary.	0 0 0	10 0 0	10 0 0
	St. Andrew's.	Convent of Mary.	1 10 0	7 10 0	8 10 0
	St. Andrew's.	Convent of Mary.	0 12 0	10 10 0	20 10 0
	St. Andrew's.	Convent of Mary.	0 0 0	0 4 0	0 4 0
	St. Andrew's.	Convent of Mary.	10 10 0	10 10 0	20 10 0
	St. Andrew's.	Convent of Mary.	12 10 0	10 0 0	22 10 0
	St. Andrew's.	Convent of Mary.	0 14 0	0 0 0	0 14 0
	St. Andrew's.	Convent of Mary.	0 10 0	10 0 0	20 10 0
	St. Andrew's.	Convent of Mary.	0 10 0	10 0 0	20 10 0
	St. Andrew's.	Convent of Mary.	0 0 0	0 0 0	0 0 0
	St. Andrew's.	Convent of Mary.	0 0 0	10 10 0	10 10 0
		Carried forward.	£ 1 4 4.	£ 1 4 4.	£ 2 8 8.

List of Schools to the Managers of which Rents have been Paid in 1893, and Amounts of such Rents—continued.
GIRLS.

245

Report of the Trustees

County.	Town.	Name of School.	Amount paid. (by School Fundraising).	Amount paid. (by School Trustees).	Total Amount paid.
		Brought forward.	£ s. d.	£ s. d.	£ s. d.
FREEMAN, . . .	Exeter, . . .	Ladies' College School, . . .	40 1 0	120 0 0	160 0 0
Exeter, . . .	Exeter, . . .	Brynherwyn Ladies' School, . . .	—	0 0 0	0 0 0
	Do, . . .	Forster's Ladies' School, . . .	0 0 0	0 0 0	0 0 0
	University, . . .	Bedford School, . . .	1 10 0	20 0 0	21 10 0
	Leamington, . . .	Ladies' School, Church Lane, . . .	—	0 11 0	0 11 0
	Do, . . .	Miss Jenkins' School, . . .	1 10 0	20 0 0	21 10 0
	Do, . . .	St. Mary's School, . . .	10 0 0	100 0 0	110 0 0
	Do, . . .	Victoria Girls' School, . . .	100 10 0	100 0 0	200 10 0
	Higham, . . .	Reddy Hall School, . . .	0 0 0	10 0 0	10 0 0
WIMBORNE, . . .	Christchurch, . . .	Intermediate School, . . .	1 10 0	20 11 0	21 11 0
	Bournemouth, . . .	Queen of St. Louis, . . .	10 0 0	100 0 0	110 0 0
TONES, . . .	Exeter, . . .	Ladies' School, . . .	10 0 0	100 0 0	110 0 0
	Exeter, . . .	Ladies' School, . . .	0 10 0	10 0 0	10 10 0
	Do, . . .	St. Patrick's Female Academy, . . .	0 10 0	10 10 0	20 0 0
	Do, . . .	Intermediate School, . . .	0 0 0	0 10 0	0 10 0
	Exeter, . . .	Intermediate School, . . .	0 0 0	0 10 0	0 10 0
	Do, . . .	Ladies' School, . . .	0 10 0	10 0 0	10 10 0
	Do, . . .	The Mary Anne School, . . .	0 10 0	10 10 0	20 0 0
	Exeter, . . .	The Academy, . . .	0 10 0	10 10 0	20 0 0
		Total, . . .	10 10 0	420 0 0	430 0 0

Printed image digitised by the University of Southampton Library Digitisation Unit

List of Schools to the Managers of which Results Fees were Paid in 1896, and Amounts of such Fees—continued.

GIBLS

County.	Town.	Name of School.	Amount paid (non-pupil fees included).	Amount paid (Local Taxation Account).	Total Amount paid.
		Brought Forward,	£ s. d.	£ s. d.	£ s. d.
Kilgubray.	Kilgubray,	Loretto Convent,	100 10 1	514 0 00	1,014 7 11
	Kilgubray,	Intermediate School,	0 10 0	10 00 0	10 0 0
	Dalry,	Presbyterian Convent,	12 4 0	54 11 0	67 15 0
Leith.	Leith,	St. Mary's Convent,	1 0 0	11 11 1	12 11 1
	Leith,	High School,	1 11 0	4 10 0	5 11 0
	Do.	Madame de Folie's College,	18 0 0	56 10 0	74 10 0
	Do.	St. Helen's Academy,	11 0 0	100 0 0	111 0 0
Tyneside.	Tyneside.	Convent Convent,	10 4 0	76 0 0	86 4 0
	Tyneside,	Convent St. Mary,	4 10 0	10 0 0	14 10 0
Warrington.	Warrington,	Royal Road School, Ferrybridge,	0 0 0	10 1 0	10 1 0
	Do.	Convent Convent,	17 12 0	110 10 0	127 12 0
	Do.	William-Edward Convent School,	—	0 4 0	0 4 0
	Total,			104 12 7	1,710 11 11	1,815 4 8

List of Schools to the Managers of which Results Fees were Paid in 1888, and Amounts of such Fees—continued.

GIRLS.

CONTRACT.

County.	Town.	Name of School.	Amount paid (Contract Fee) last 1	Amount paid (Contract Fee) previous	Total Amount paid
			s. d.	s. d.	s. d.
SALFORD.	Salisbury.	Seventeen Girls' School.	12 1 0	12 2 0	24 3 0
	Do.	High School.	10 1 0	10 0 0	20 1 0
BESBOROUGH.	Albion.	Seventeen Girls' School.	3 0 0	12 1 0	15 1 0
	Do.	Industrial Institution.	1 11 0	7 0 0	8 11 0
	Condon.	Mrs. E. L. Frodo's Class.	3 2 0	10 10 0	13 12 0
FALDO.	Belgrave.	Miss Black's School.	—	0 12 0	0 12 0
	Walsby.	Belgrave Girls' School.	3 10 0	12 12 0	15 2 0
	Do.	Belgrave Girls' School.	7 10 0	10 10 0	17 10 0
	Do.	Belgrave Girls' School.	10 1 0	14 0 0	24 1 0
Total.			45 11 0	58 13 0	103 24 0

APPENDIX V.

Localities in which Examinations were held.

BOYS.

Localities.	No. of Centres.	Localities.	No. of Centres.
Abbeyleix,	1	Killarney,	2
Armagh,	2	Kilrush,	1
Athlery,	1	Klingstown,	2
Athlone,	1	Letterkenny,	1
Athy,	1	Limerick,	7
Ballinacorney,	1	Lisburn,	1
Ballymena,	2	Lisnara,	2
Ballymoney,	1	Listowel,	1
Bangor,	1	Londonderry,	3
Belfast,	13	Longford,	1
Blackrock,	4	Lurgan,	1
Bunbrusna,	1	Mallow,	1
Callan,	1	Midleton,	2
Carlow,	2	Mitchelstown,	1
Carriek-on-Suir,	1	Monaghan,	2
Cashel,	3	Mount Bellew,	1
Castleknoch,	3	Mountstath,	1
Cavan,	1	Mullingar,	2
Charleville,	1	Nans,	1
Clonsilla,	1	Navan,	1
Clongowes Wood College,	4	Nenagh,	2
Clonmel,	2	Nowbridge,	1
Clonsilla,	1	New Ross,	1
Clontarf,	2	Nowry,	3
Coleraine,	1	Omagh,	1
Cookstown,	1	Parsonstown,	1
Cork,	13	Pearlinton,	1
Diagle,	1	Queensdown,	1
Dunera,	1	Raphoe,	1
Drogheda,	2	Rathfriland,	1
Dublin,	81	Roscommon,	1
Dundalk,	4	Rosebery,	1
Dungannon,	2	Skibbereen,	1
Dungarvan,	1	Sligo,	2
Ennis,	2	Terranure,	1
Enniscorthy,	1	Thurles,	1
Enniskillen,	2	Tipperary,	1
Ennistymon,	1	Trillick,	2
Fermoy,	3	Trillick,	1
Galway,	2	Tuan,	2
Gorey,	1	Waterford,	5
Holywood (Down),	1	Westport,	1
Kells,	1	Wexford,	3
Kilkeenny,	5	Youghal,	1
		Total,	199

Localities in which Examinations were held—continued.

GIRLS.

Localities.	No. of Centres.	Localities.	No. of Centres.
Armagh,	1	Killarney,	1
Athlone,	1	Letterkeney,	1
Athy,	1	Limerick,	2
Balbriggan,	1	Lisburn,	1
Ballymena,	1	Londonderry,	5
Ballymoney,	1	Longford,	1
Ballyshannon,	1	Macroom,	1
Bangor,	1	Monaghan,	2
Belfast,	9	Monkstown,	1
Blackrock,	1	Mountmellick,	1
Bray,	1	Mullingar,	1
Carrickfergus,	1	Navan,	2
Chapelizod,	1	Nenry,	1
Cookstown,	1	Omagh,	1
Cork,	6	Portadown,	1
Dalkey,	1	Rathfrilandham,	1
Dublin,	12	Sligo,	2
Dungannon,	1	Thurles,	1
Enniscorthy,	1	Tipperary,	1
Galway,	1	Trillick,	1
Gorey,	1	Waterford,	2
Holywood (Down),	1	Wexford,	1
Kilkenny,	1	Total,	78

APPENDIX VI.

THE BURKE MEMORIAL PRIZES.

A sum of money, subscribed in memory of the late THOMAS HENRY BURKE, Esq., Under Secretary to the Lord Lieutenant, was transferred by the Burke Memorial Committee, on 18th March, 1884, to the Intermediate Education Board for Ireland, who undertook to administer the Fund in accordance with the following Rules—(the sum funded is £1,222 18s. 11d. Consols):—

I. The annual income from the fund shall be applied in paying three Prizes, one of £16, one of £10, and a second of £10; any surplus or deficiency to be apportioned in the same ratio. If, in the opinion of the Commissioners, sufficient merit be not shown by the Candidates competing to justify the award of any or either of the Prizes, the amount of such Prize may be, at the discretion of the Board, withheld and added to the principal.

II. No student shall be qualified to receive these Prizes except the children of persons who are, or have been, in receipt of salary or pension in Ireland, paid out of money derived from Parliamentary Grants, Rates or Taxes, other than members of the Naval or Military Services, not being also in Civil employment.

III. The Prizes shall be awarded as follows:—that of £16 to the Boy whom, at the annual Examination in the Junior Grade among Male Candidates qualified in the manner expressed in the next preceding Rule, the Board shall adjudge to rank highest in answering; One Prize of £10 to the Boy whom in the same Grade at such Examination the Board shall adjudge to rank second among such persons in answering; and the other of £10 to the Girl whom, at such Examination in the same Grade, among Female Candidates qualifies in the manner aforesaid, the Board shall adjudge to rank highest in answering.

IV. The decision of the Board shall be final and decisive in determining whether the Candidates fulfil the conditions of the third Rule.

V. The Board may deduct all expenses connected with the trust from the yearly income.

No. 7691.

DUBLIN CASTLE,

27th April, 1899.

GENTLEMEN,

I have to acknowledge the receipt of your letter of the 26th instant, forwarding, for submission to His Excellency the Lord Lieutenant, the Report of the Intermediate Education Board for Ireland for the year 1898.

I am,

Gentlemen,

Your obedient Servant,

(Signed)

D. HARREL.

The Assistant Commissioners of
Intermediate Education.